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Boston Convention Number

Journal of EDUCATION

BOSTON, MASS.
Vol. CVII, No. 8

February 20, 1928

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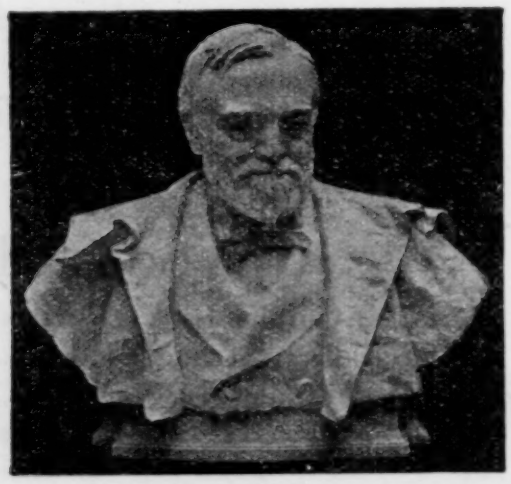

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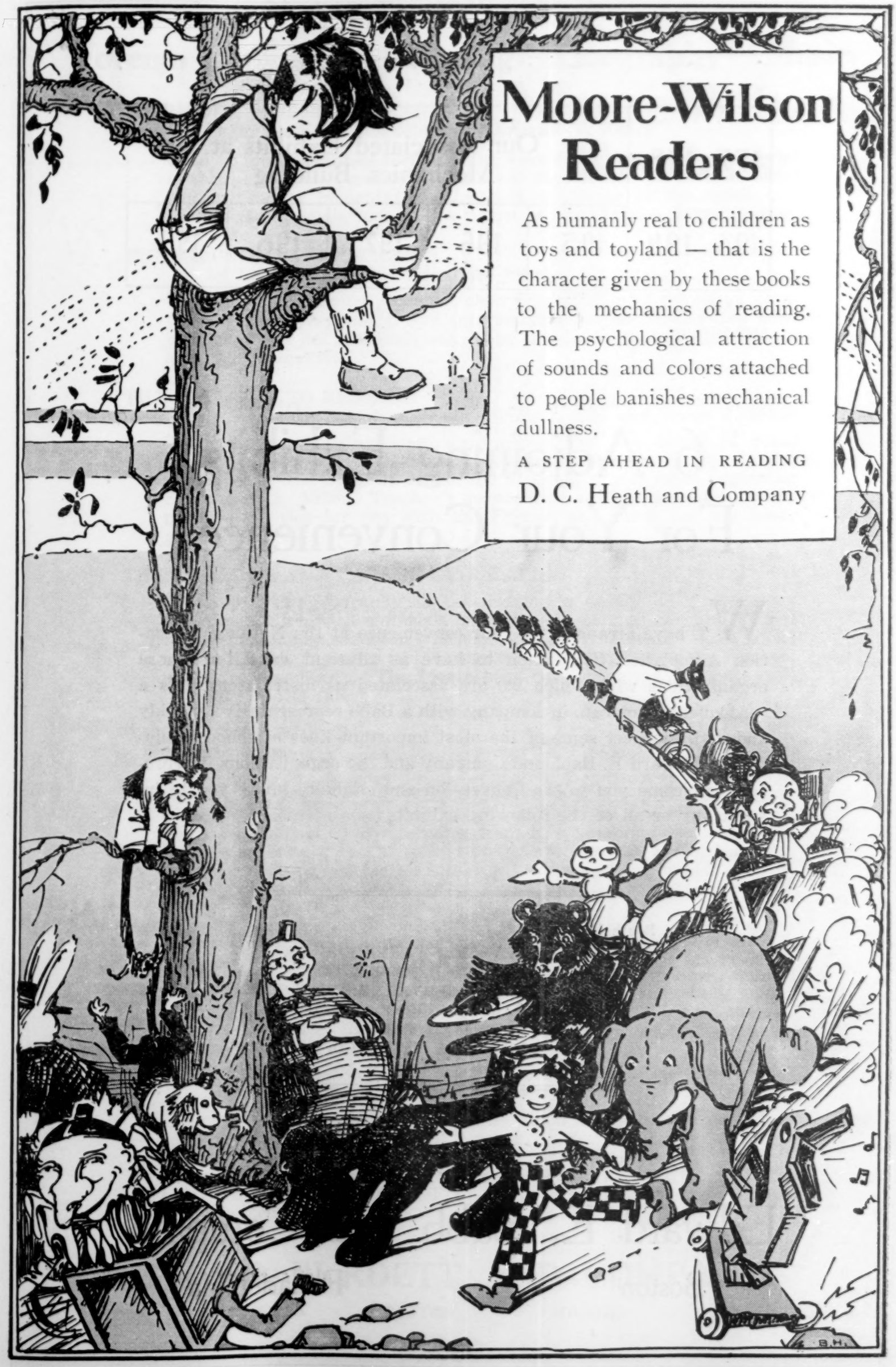
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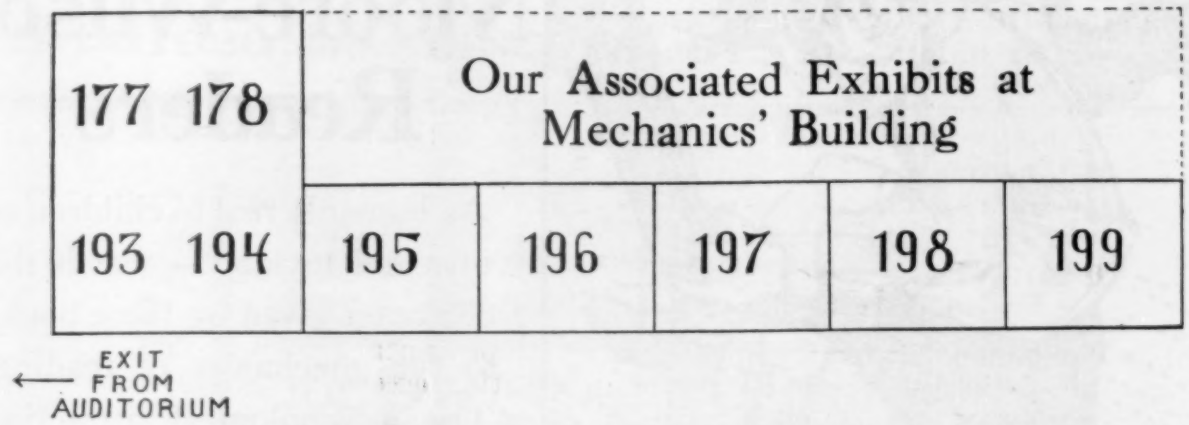

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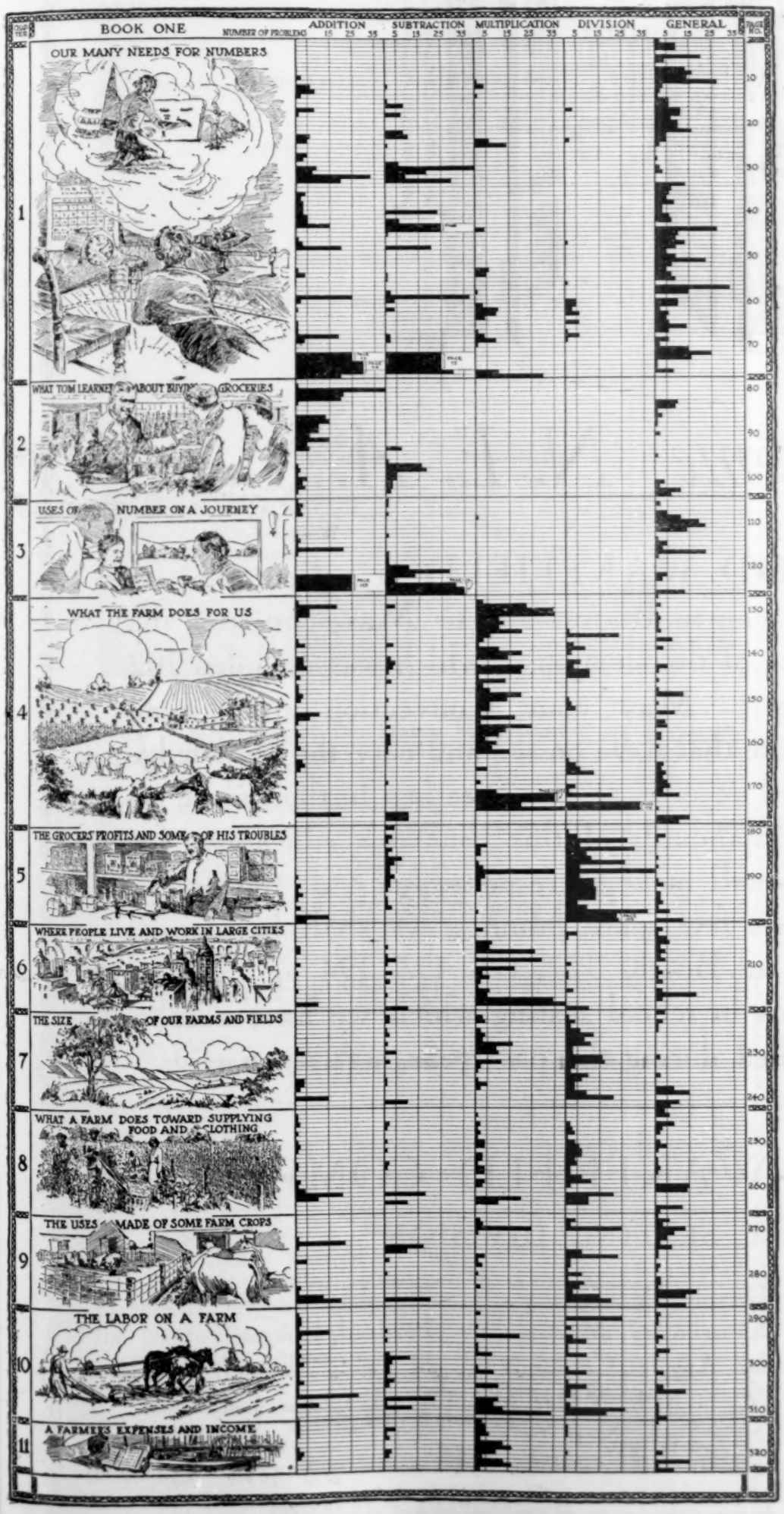
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SUBTRACTION
MULTIPLICATION
DIVISION
GENERAL
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THE GROCERS' PROFITS AND SOME OF HIS TROUBLES
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The formal work of Chapter Two is addition with carrying and subtraction with borrowing *with U. S. money.*

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Chapter Four covers short multiplication and begins short division. *Notice how incidental review of addition and subtraction is constantly provided with "formal end of Chapter drills."*

Chapter Five continues short division. *Notice how questions on method, choice of process, applications, and general quantitative thinking are continually coming up.*

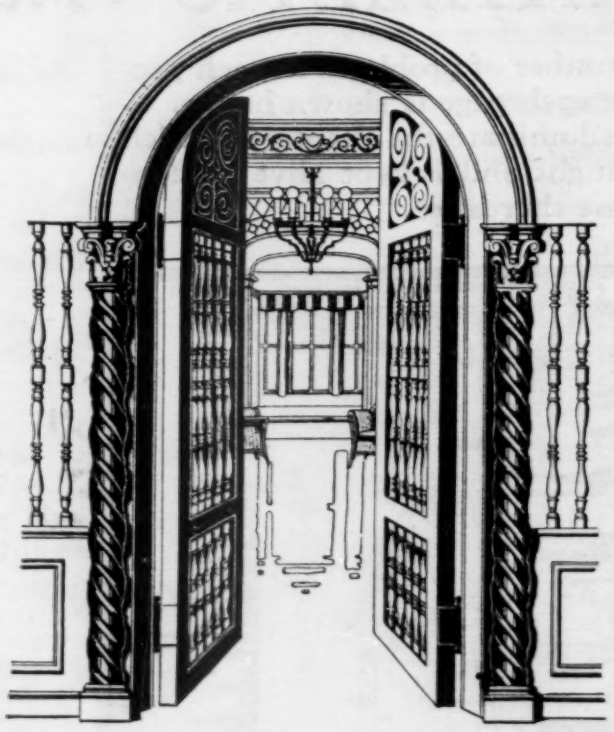
The formal work of Chapter Six is multiplication with two-place multipliers.

The formal work of Chapters Seven and Eight is long division.

Chapter Nine begins addition and subtraction of fractions. *Notice the constant provision for incidental review of all processes.*

Chapter Ten continues addition and subtraction of fractions and takes up mixed numbers.

The formal work of Chapter Eleven is multiplication with three-place multipliers.



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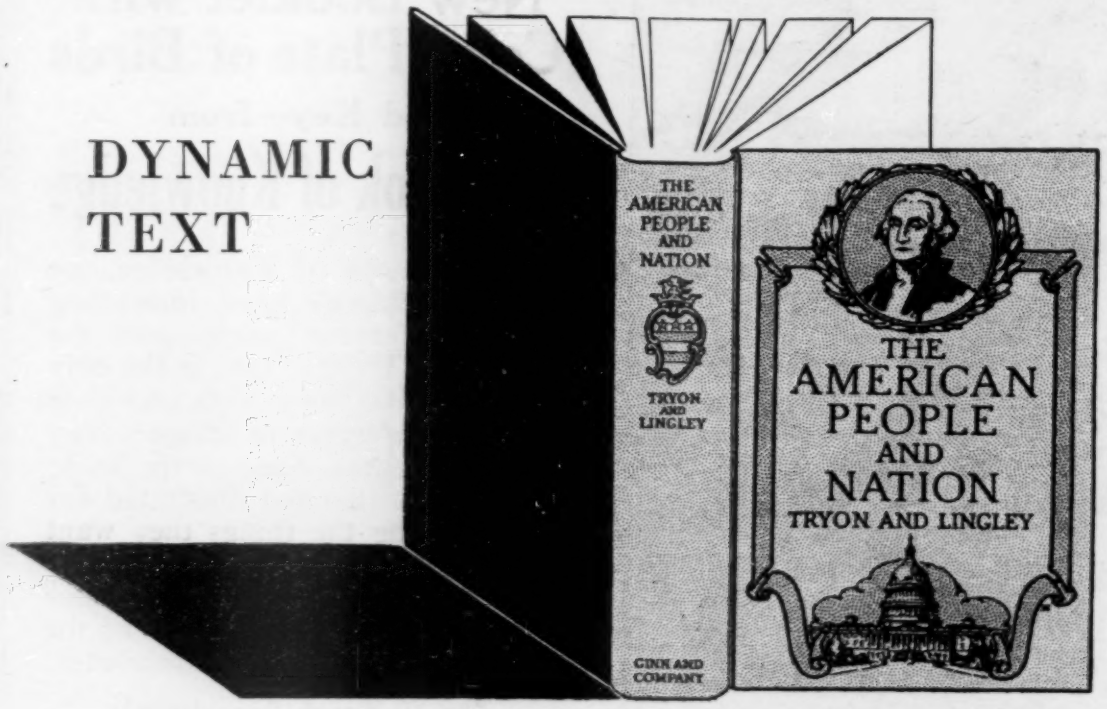

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Table of Contents

EDITORIALS:—
- Host and Guest 207
- Professional Common Sense 207
- The Lure of a Superintendency 207
- A Famous Record 208
- Yesterday, Today, and Tomorrow 208
- Appreciation of Boston 208

WELCOME, EDUCATORS 209

WHAT AMERICA OWES TO EDUCATION 211
By A. E. Winship

BELDING'S PAGE 212

CITIZENSHIP OUR AIM 213
By John J. Tigert

TRIBUTE TO AMERICAN SCHOOL TEACHERS 214
By Supt. W. C. McGinnis

ARE WE EQUALIZING OPPORTUNITIES 216
By Supt. Frank D. Boynton

THE DEPARTMENT IN RETROSPECT 218
By Agnes Winn

CLASSROOMS LOOK TO BOSTON 220
By Cornelia S. Adair

LOOKING BACKWARD 224
By O. J. Laylander

DALLAS MEETING STILL LIVES 228
By Helen Field Fischer

SCHOOL LIFE 229
By Nixon Waterman

AIMS OF THE CONVENTION PROGRAM 232
By J. M. Gwinn

TEACHERS OF TEACHERS 234
By Oliver Wendell Holmes

LET US MAGNIFY OUR CHURCHES 242
By Joy Elmer Morgan

LIVING PRESIDENTS OF DEPARTMENT 244

SCHOOL PROBLEMS 247

EDUCATION IN ACTION 248

TREND OF THE TIMES 250

BOOK TABLE 252

GRINS BETWEEN GRINDS 254

THE CHARM OF GOOD PICTURES 257
By Margery Currey

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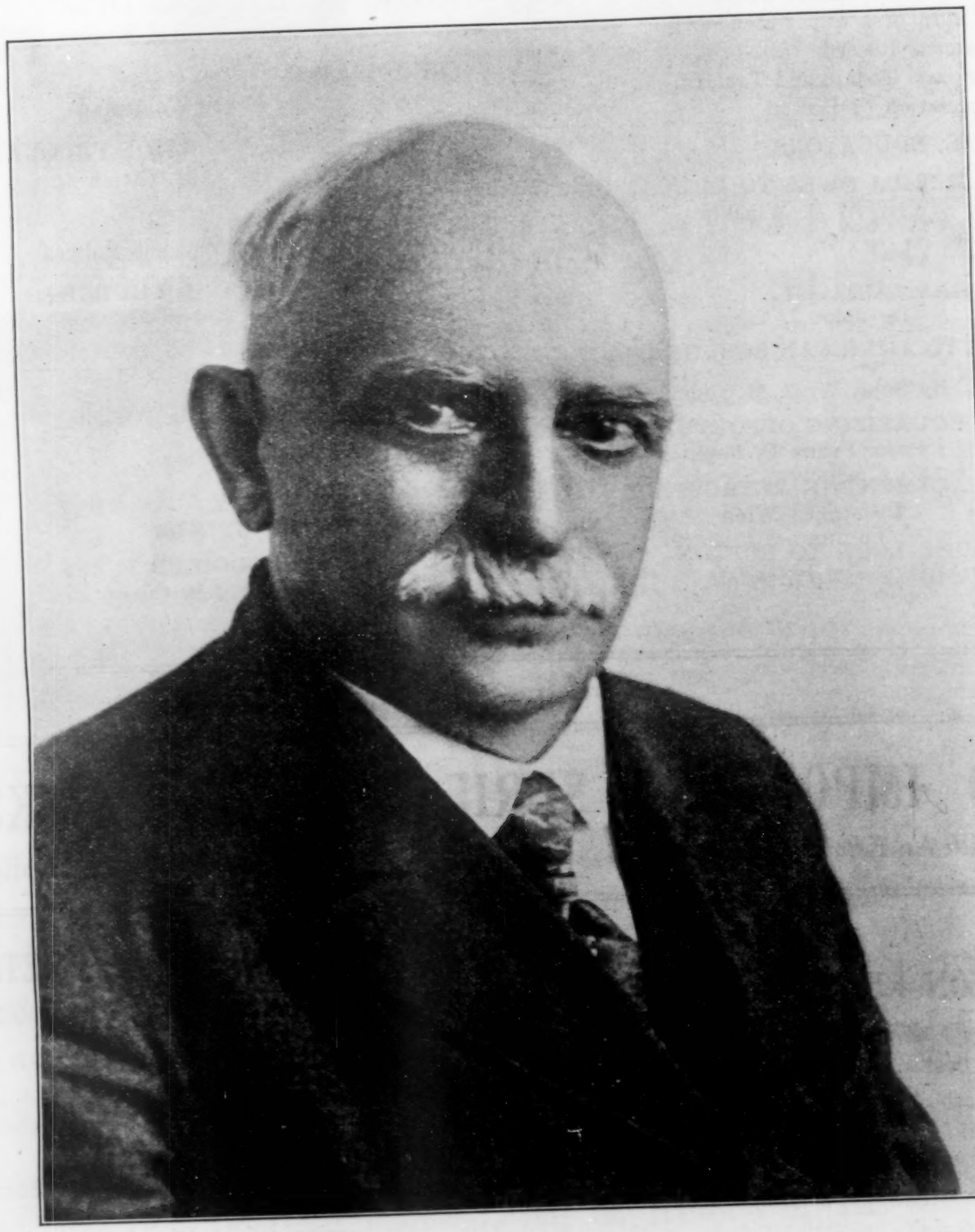

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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

Editorials

Host and Guest

BOSTONIANS as host are pardonable for being Bostonese, but guests will not be pardonable unless they are Americanese. The host is always local, and when magnifying its specialty for three hundred years is inevitably traditional.

This convention will present host and guest in a more intensified contrast than any other meeting that has ever been enjoyed by the Department of Superintendence.

The traditionalists of New England have never welcomed so many educational personalities as it will greet from the New South and the Midwest, the Southwest and the Northwest, the Pacific Coast and the Inter-mountain country.

For the first time the president of the National Education Association is a classroom teacher, and is from Virginia, and at the same time the president of the Department is also a Southerner from California, and the programs are made by leaders from everywhere except New England.

Hereafter the guests will be expected to think and speak of the educational grandfathers more respectfully, and the host will surely be more American because of the Americanism that will be entertained traditionally.

President Gwinn has made a great program. If anybody slips up or slips down on the program don't blame the president.

Professional Common Sense

THE Boston Convention should demonstrate professional common sense, since it will be dominated by city superintendents, who have a higher average of common sense than any other class of educators, and President Gwinn has selected safe and sane superintendents for his general program.

There is no appreciable common sense in any one who thinks all progressives are weak or silly, in any one who thinks all conventionalists are anaemic, and least of all in any one who assumes that he has the last word in wisdom, old or new.

We have given a common sense test, as best we could, of all the programs, and we estimate that President Gwinn's program has a common sense rank above 85 per cent.

The Lure of a Superintendency

IF ONE aspires to the best use of time and talent for educational, religious, social and civic community service there is no opportunity or responsibility greater than a superintendency in a city of about 100,000 population.

In such a position the superintendent can know personally every principal and teacher, can be personally interested in and helpful to every one of them. He can know the personal problem of every child who is a problem. He can know personally and delightfully every professional man and every community leader, man or woman.

If he knows enough to mind his own business and not meddle with the business of other ambitious community leaders he can stay in that community peacefully and prosperously as long as he lives. What more can a man desire?

There is something in the atmosphere that makes some superintendents aspire to a superintendency in a larger city. Whatever gain there is is balanced with an equal loss of peace and personality. Others aspire to service in some institution, which may be possible if one earns a professional degree. If one has scholastic tastes and is willing to sacrifice personal service to academic pleasure it is worth one's while to leave a superintendency for the academic responsibility.

Unless one fits into a superintendency the sooner he gets out of it the better. If one is so constituted that he puts personal ambition above community service the sooner he breaks loose the better, but if one seeks a great opportunity to do a noble community service we know of nothing more satisfactory than a superintendency in a city just large enough for one to use his talent in community responsibility.

There will be more college men on the Boston program than on any previous program.

State Teachers Colleges and State Normal Schools will break all convention records, thanks to Dwight B. Waldo.

A Famous Record

ON JANUARY 1, 1918, the membership of the National Education Association was 8,557. This January it was 181,350.

From 1918 to 1922 the increase was 78,857, or an average gain of 15,371. From 1922 to 1928 there has been a gain of 93,936, which is an average gain of 15,656. It is really remarkable that the annual gain was practically the same in the first five and the last six years.

The greatest gain was in 1922, when it was 36,603. It was the lowest in 1924, when it was only 5,290, but it came back to 19,247 in 1925, and has been 11,840 in 1926, and 11,227 in 1927. Presumably it will hold a steady gain of about 12,000 a year.

On January 1, 1922, Illinois led with 8,333. In 1923 Massachusetts led with 10,696. In 1924 California took the lead, and has held it safely since then, though Pennsylvania was only 274 behind in 1927, and thirty-eight in 1928. These two states have a combined membership of 37,956, which is more than one-fifth of the entire membership of the rest of the world.

This record is unequaled, we are sure, in any other organization, political, religious, or educational. This steady growth is due to skilful promotion under the leadership of Secretary J. W. Crabtree, and the men and women whom he has inspired and trained in leadership.

We have never known any team work at all comparable to that at 1201 Sixteenth street, Northwest, in Washington. This has been remarkably demonstrated by the arrangements of S. D. Shankland and Harold Allen for the Boston meeting.

With an income that was negligible to one of approximately a third of a million dollars, with the most complex variety of expenditures, not a mistake has been made in property investments, but quite otherwise. From the strangest kind of tenantry to proprietorship with property that has increased in value fabulously, with salaries that were scandalous to a schedule that is every way creditable even in Washington.

Best of all the National Education Association has arranged for the most scientific protection of its office force in case of retirement that has been provided when there was neither charity nor taxation available.

Yesterday, Today and Tomorrow

YESTERDAY is the day that made today. Day-before-yesterday did not make today. The trouble with the religion of the present is the fact that Sunday does not make Monday, and Saturday does not make Sunday.

Today is always made by yesterday, and today must be the tomorrow of yesterday and the yesterday of tomorrow.

Today cannot escape its yesterday, nor can it fail to be responsible for being the yesterday of tomorrow.

Day-before-yesterday can have no influence upon today except as it comes to today through yesterday.

The Civil War cannot be viewed by anyone today except through the World War of yesterday.

The compact of the Mayflower can have no vitalized educational life today except as it is interpreted by the spark plug's creation of the gasoline motor that has closed thousands of miserable little one-room schools, and has carried the best of the city equipment and professional teaching to a hundred thousand hitherto neglected country boys and girls.

The Boston meeting of the Department of Superintendence will make its greatest contribution by making the New England of tomorrow live in America's yesterday, instead of in its long-ago day-before-yesterday.

Don't blame Boston if the weather is bad, but praise her if it is not bad.

Teacher retirement laws have an N. E. A. committee of one hundred, Miss E. Ruth Pyrtle, chairman, which will have several important sessions in Boston, opening with a banquet Monday, the 27th.

The Boston meeting is to be a recruiting station for the Minneapolis meeting when Cornelia S. Adair will have the first classroom teacher program. Miss Adair is an artistic promoter.

Appreciation of Boston

IT IS never wholly easy to have a traditionally conventionalized community heartily welcome an organization that is liable to be more progressive than is locally desirable, but Massachusetts, under the noble leadership of Payson Smith, and Boston with the masterful skill of Jeremiah E. Burke, have kept state and city hospitable to the limit, thinking of the state of mind of the guests rather than of the prejudices of the hosts.

Don't expect perfection in anything, but keep good natured anyway.

Boston has no "Board of Education." It is a "School Committee," thanks to the force of tradition.

Classroom teachers will break all winter records at this meeting.

A Famous Record

ON JANUARY 1, 1918, the membership of the National Education Association was 8,557. This January it was 181,350.

From 1918 to 1922 the increase was 78,857, or an average gain of 15,371. From 1922 to 1928 there has been a gain of 93,936, which is an average gain of 15,656. It is really remarkable that the annual gain was practically the same in the first five and the last six years.

The greatest gain was in 1922, when it was 36,603. It was the lowest in 1924, when it was only 5,290, but it came back to 19,247 in 1925, and has been 11,840 in 1926, and 11,227 in 1927. Presumably it will hold a steady gain of about 12,000 a year.

On January 1, 1922, Illinois led with 8,333. In 1923 Massachusetts led with 10,696. In 1924 California took the lead, and has held it safely since then, though Pennsylvania was only 274 behind in 1927, and thirty-eight in 1928. These two states have a combined membership of 37,956, which is more than one-fifth of the entire membership of the rest of the world.

This record is unequaled, we are sure, in any other organization, political, religious, or educational. This steady growth is due to skilful promotion under the leadership of Secretary J. W. Crabtree, and the men and women whom he has inspired and trained in leadership.

We have never known any team work at all comparable to that at 1201 Sixteenth street, Northwest, in Washington. This has been remarkably demonstrated by the arrangements of S. D. Shankland and Harold Allen for the Boston meeting.

With an income that was negligible to one of approximately a third of a million dollars, with the most complex variety of expenditures, not a mistake has been made in property investments, but quite otherwise. From the strangest kind of tenantry to proprietorship with property that has increased in value fabulously, with salaries that were scandalous to a schedule that is every way creditable even in Washington.

Best of all the National Education Association has arranged for the most scientific protection of its office force in case of retirement that has been provided when there was neither charity nor taxation available.

Yesterday, Today and Tomorrow

YESTERDAY is the day that made today. Day-before-yesterday did not make today. The trouble with the religion of the present is the fact that Sunday does not make Monday, and Saturday does not make Sunday.

Today is always made by yesterday, and today must be the tomorrow of yesterday and the yesterday of tomorrow.

Today cannot escape its yesterday, nor can it fail to be responsible for being the yesterday of tomorrow.

Day-before-yesterday can have no influence upon today except as it comes to today through yesterday.

The Civil War cannot be viewed by anyone today except through the World War of yesterday.

The compact of the Mayflower can have no vitalized educational life today except as it is interpreted by the spark plug's creation of the gasoline motor that has closed thousands of miserable little one-room schools, and has carried the best of the city equipment and professional teaching to a hundred thousand hitherto neglected country boys and girls.

The Boston meeting of the Department of Superintendence will make its greatest contribution by making the New England of tomorrow live in America's yesterday, instead of in its long-ago day-before-yesterday.

Don't blame Boston if the weather is bad, but praise her if it is not bad.

Teacher retirement laws have an N. E. A. committee of one hundred, Miss E. Ruth Pyrtle, chairman, which will have several important sessions in Boston, opening with a banquet Monday, the 27th.

The Boston meeting is to be a recruiting station for the Minneapolis meeting when Cornelia S. Adair will have the first classroom teacher program. Miss Adair is an artistic promoter.

Appreciation of Boston

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Don't expect perfection in anything, but keep good natured anyway.

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Classroom teachers will break all winter records at this meeting.

Welcome, Educators!

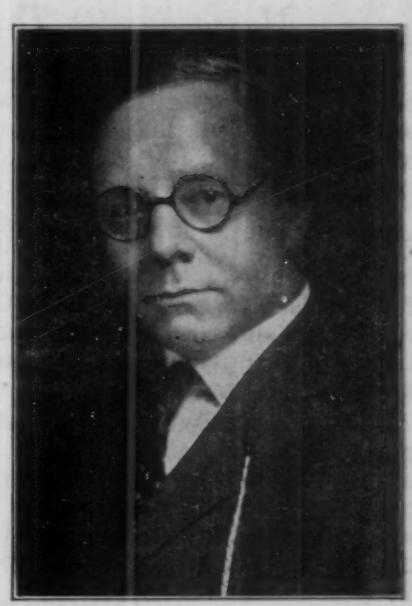
GOVERNOR ALVAN T. FULLER

Governor of Massachusetts

The Commonwealth of Massachusetts, rich in its historical associations, extends a cordial greeting and a warm welcome to the leaders of American education. Early in her colonial period this Commonwealth made declaration of her faith in education. Upon a foundation built in the earliest years, she has erected an educational structure in which her citizens have great pride. We appreciate, however, that education is an expanding enterprise and at no other time have the educational problems of our State and Nation been of more commanding interest. From those who come to us we shall learn many things that will be to the advantage of our system of schools. This convention of men and women dedicated to the upbuilding of America through education will help Massachusetts still more worthily to play her own part, and I trust will reflect to our guests those educational achievements and interests in which we feel justifiable satisfaction.

ALVAN T. FULLER

Mayor of Boston



MAYOR MALCOLM E. NICHOLS

It is indeed a pleasure to extend the cordial greetings of the City of Boston to the members of the Department of Superintendence of the National Education Association.

It is especially gratifying to extend this welcome through the Journal of Education, whose Editor-in-Chief is Doctor Albert E. Winship, the dean of American forces of practical teaching, and who has unselfishly devoted his life to the welfare, study and progress of the youth of our Nation.

I honor Doctor Winship, not only as a friend of many years' standing in the profession of education, but also as one who has given such superior service to the advancement of American music and oratory.

You have chosen wisely in coming to Boston. In 1633 the Town of Boston voted to "teach and nurture its children." The General Court of Massachusetts assembled in Boston in 1647 passed an Act to require every township of fifty householders to educate its children. Here the kindergarten movement was first established and here, also, within our city vocational education received its birthright. Evening schools were inaugurated in Boston in 1869 and here, also, was established a school for immigrants which provided in addition invaluable lessons as to the character of American free government.

Boston was the first city in this country, if not in the world, to provide for the medical inspection of its school children.

As mayor of the city, I bid you welcome to Boston, a city which has always stood first in the progress of learning and in every field of intellectual effort, a city well known as the outstanding student centre of the world.

MALCOLM E. NICHOLS

PAYSON SMITH
Commissioner of Education

Massachusetts Commissioner of Education

The Department of Education of the Commonwealth of Massachusetts extends, on behalf of the school authorities and teachers of the State, a most cordial welcome to the members of the Department of Superintendence and allied organizations. It is our hope that the meeting here will serve to strengthen those bonds which hold us in common effort to the high service of childhood and youth of America.

PAYSON SMITH

DR. JEREMIAH E. BURKE

Superintendent of Boston Schools

With sincere hospitality Boston welcomes the school folk of America. Our hearts as well as our gates are open to you.

There is a peculiar fitness in the selection of Boston for a meeting of educational leaders. The very name "Boston" connotes both patriotism and learning. The city is an educational centre of the very first magnitude. Venerable traditions of cultural beginnings made in Boston have been nobly perpetuated to the present time. From this city have gone forth ideals and impulses which have influenced every part of the United States. Many who will attend the great convention in this city are but returning on a pilgrimage of affection to the place from which they drew their instruction and their inspiration in younger days.

As for patriotism, it saturates the very air of Boston. Historic shrines which here abound are altars of courage, faith and freedom. Could these altars speak, they would greet with special cordiality the men and women who are the largest contributors to the progress and preservation of this beloved republic.

JEREMIAH E. BURKE

Massachusetts Teachers' Federation

It is with heartfelt hospitality that over 17,000 educators of the Massachusetts Teachers' Federation welcome the Department of Superintendence of the N. E. A., and its allied organizations, to Boston. We are glad that you are coming to our capital city. A hearty welcome awaits you.

Historically, Boston is the pride of the nation. It has Beacon Hill, the most celebrated park in the United States, Boston Common, which was laid out for a "training field, and for the feeding of cattle"; old Granary Burying Ground, where rest three signers of the Declaration of Independence, the victims of the Boston Massacre, and—the Old State House in the heart of Colonial Boston.

Professionally, Massachusetts has always welcomed every phase of educational growth. This convention will leave its imprint on her pages of progress. She is the pioneer for the common school system. Ever since its earliest organization, when Horace Mann was appointed the first Secretary of Education, all true educators have worked for the common good.

ANNIE CARLETON WOODWARD

ANNIE CARLETON WOODWARD
President

ISOBEL R. LAY
Managing Editor

Journal of Education

As Managing Editor of the Journal of Education, it gives me pleasure to extend the greetings of this magazine to the Superintendents of the country and all other educators and guests who have wended their respective ways to Boston, to attend what we hope will be one of the most helpful and inspiring conventions ever held in the world. We have made no promises as to weather—ours is apt to be skittish at just this time of year. But we do promise the heartiest hospitality ever given by this centre of educational, historical and literary traditions and twentieth century actualities.

The editors especially appreciate the friends whose official and literary messages have made this issue of the Journal of Education the most interesting and significant of the two thousand six hundred and sixty that have been published. Never in its fifty-two years, I am sure, has the Journal had so much reason as at this time to feel grateful to so many friends for their patronage and for the honor which this magazine enjoys of serving the profession.

ISOBEL R. LAY

What America Owes to Education

By A. E. WINSHIP

TWENTIETH Century America is as unlike America before 1900 as it is unlike any European country of today. It was adolescent in the nineteenth century and is vigorously manly in the twentieth century, and the public schools have had no inconsiderable part in the maturity and virility of the Twentieth Century America of today.

What contribution are the Scandinavians making to Twentieth Century America? And the Italians and the Irish?

If all foreigners, children and grandchildren of foreigners should withdraw their money and business sagacity from banks, industries and mercantile enterprises and go back to the land of their fathers, Twentieth Century America would collapse.

If it were possible to eliminate everything that these foreigners owe to the American public school where would Twentieth Century America be?

If colleges and universities should drop from their roles every student prepared for college in public schools how would the skeletons of their institutions look? Or, drop from their faculties every one whose pre-college education was in the public schools and what great gaps there would be. Take out of science, art and literature, out of inventions, discoveries and creations everything that has been contributed by men indebted to the public schools for the major part of their education and what a tragedy it would be.

Eliminate from the taxes collected by cities, counties, state and nation every dollar paid directly and indirectly by those whose education was chiefly due to the public schools and what a political and financial panic there would be.

If legislators and other politicians who whine because of the cost of public schools should winnow out all those who are personally indebted to public schools what an array of political cripples there would be.

We speak reverently of the Mayflower Compact, of religious consecration to universal education, and we do well to enshrine that scene with the sacred halo of the noblest group of men and women who ever sought a new world for a new civic and religious life. There would have been no freedom from kingly rule of three hundred or two hundred years ago but for the public school vision of the Mayflower. We are indebted for our independence itself to the conception of universal education which was the vista of the vision of our miraculous public school system of today.

To the Ordinance of 1787, which was the germ of the glorious progressive public school ideal of today, we owe everything that has ripened into a democracy that is rescuing civilization from the traditionalism that made war the tyrant in national relations.

Human nature slumps, aristocracy becomes autocracy and democracy fades away as the horizon of time extends. A hundred years ago our grandfathers sought culture for their children in private schools. Many tax-paying parents were starving the universal children in order that their own children might have culture and luxury. Again, it was the public school that rescued America from the tyranny of autocratic aristocracy of the culture that could be bought by those who were favored with wealth and influence.

It was Thaddeus Stevens in Pennsylvania, William H. McGuffey in Ohio and Horace Mann in Massachusetts who sold the public schools to the public, and again the public schools saved the United States, and it was as great an achievement as had ever been known by peaceful means.

In the midst of the Civil War, under the leadership of a great Vermonter, the Land Grant Colleges were established. This meant ultimately the Department of Agriculture, and the harvesting of the education of the farm, the farmer and the boys and girls of the country, and thus the public school saved the rural life of America.

In the Twentieth Century there was a combination of influences, professional and otherwise, which threatened to jeopardize American democracy, but the public school is rescuing America. The people, the common people, have rallied to the support of the public schools, have provided grounds, buildings and equipment equal to anything that men of wealth can give their children, and today the teachers of the children of the unskilled laborer are as well educated as are the teachers of the children of University presidents.

There has been more adaptation of the public schools to universal needs in recent years than in any other period of American history. The general use of automobiles and the creation of good roads have helped the public schools to carry to the children of thousands of rural districts as good an education as can be had by any children in any city. This makes the attendance at the modern country schools as regular as in the cities.

These schools in the country have as professionally prepared teachers as are in any city school. The schools have as good heat, light and ventilation with as scientific sanitation as are provided for any city children. And the children have as modern library and laboratory advantages as there are in America.

Belding's Page

EXALTING THE INDIVIDUAL

EDUCATION is paying more and more heed to the individual. It has been dealing with mass production, and there are economic reasons why it must continue to handle individuals in groups. But it has learned that grading by groups is only approximate.

Classes in school and college are units of convenience. They are not the units with which education is ultimately concerned.

How to adapt instruction to those of slow and those of quick mentality; how to impart the maximum of value to those who are incapable of becoming more than successful drones, and at the same time to aid and encourage the potential leaders, is a problem to which many of the foremost educators are addressing themselves. Much has been attained when the need of more attention to the individual is recognized, as it is in so many quarters today.

ANSON W. BELDING

College presidents are talking of tutorial systems, of smaller groupings according to aims, capacities and attitudes. Even the flood of intelligence tests, with all its imperfections, and its dangers, is a hopeful sign that the individual is receiving consideration.

Let the good work go on.

Some day the secret of teaching individuals as individuals while still arranging them in groups for convenience, will be mastered.

THE LOVE OF GOOD BOOKS

IN CERTAIN schools and colleges throughout the land are to be found teachers of English who cultivate in their students a love of reading worthwhile books. In so doing they render one of the greatest services which an educator can render.

Something about the name "literature" or the way it is generally taught repels rather than attracts the youthful mind. Instead of regarding a classic as something which has retained its vogue through the years because of its unusual ability to give delight, the students are frightened away by the mere suggestion that a book is in the rank of classics. This may be from lack of explanation and true definition. But it is more probably due to forcing the wrong sort of classics down students' throats. There are some classics which should be reserved for adult years in order to be appreciated. The teacher who develops an appetite for the best in books must have a rare combination of taste, understanding and enthusiasm. The value of such a teacher is above price.

ALLIES OF THE SCHOOLS

THE public's obligation to support its schools does not cease when the taxes have been paid for education. Moral support of the teachers may justly be demanded of the citizens. From some of them that kind of support is forthcoming in full measure.

A boy in high school so far forgot himself as to speak insolently to a teacher. He was sharply reprimanded and told to report to the principal's office. Stung with anger, the boy stalked out of the building, determined never to return.

He took his troubles to a dentist, with whom he had been working in spare time. Instead of receiving sympathy, he was given wholesome advice—with the result that he soon reported back at the school, tendered his apology, and resumed his studies with a chastened spirit. One coddling word spoken by that dentist friend would have put the boy on the wrong track.

Fortunately for the schools and the work they are striving to accomplish, they have many friends scattered abroad in the community, loath to believe the slanderous yarns of pupils about the stupidity or injustice of teachers, and ready to place all the force of their influence behind the schools whenever the opportunity is theirs to do so.

A CASTE system is one of the hardest things in the world to stamp out when once it is started. It enters subtly and grows unsuspected in countries where it does not belong. If we would keep it out of America, we must keep it out of the schools of America.

Anson W. Belding

Associate Editor.

Citizenship Our Aim

By JOHN J. TIGERT
United States Commissioner of Education

SO FAR as there is a national aim in education, and no one can deny that such exists, it may be summed up in one sentence: "Our national aim in education is the production of *good citizens.*" The Continental Congress, when it passed the Ordinance of 1787, declared that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." It was early recognized by the Fathers of the Nation that good government was

JOHN J. TIGERT

dependent upon the education of its citizens. This may seem a truism, but it is well to emphasize it. The conditions existing in those days were simple as compared with the present time; there were no large cities, with congested population; no great economic and industrial problems to solve; no vital questions of world polity to meet. But today the problems of training our 27,000,000 school children and the eliminating of adult illiteracy loom large on the horizon. We live today in an "age of science," when everything is being scrutinized carefully and put to the test, without fear or favor. Education is being subjected to the white light of scientific investigation and laboratory experimentation. Many old educational ideas and methods are being relegated to the scrap-heap, for new conditions have to be met. "A century of scientific discovery," says a noted publicist, "has vastly increased the complexities of our national life." As before stated, our national aim in education is the production of good citizens, for no republic can long exist where ignorance and superstition prevail. No one can deny this proposition. But the problem begins when we attempt to define the best methods of educating people for good citizenship. That the American people, as a whole, are interested in this question goes without saying. They recognize that education is the "great national business" and are willing to spend annually the vast sum of $2,800,000,000 to secure it for the embryo citizens-in-the-making. The educational system in America is being attacked by many independent and thoughtful schoolmen, as well as laymen. The most common criticisms brought against it are that there is "an irreconcilable divergence between academic schooling and the actual needs of practical, everyday life"; that the curriculum of the common schools is unwieldy and misemphasized; that children are sent out into life without the proper equipment to meet the social, civic and political exigencies of the times, etc.

A prominent layman, who was formerly engaged in school work but is now a banker, says: "If a committee of practical laymen, unbiased by precedent and the traditions of education, were asked to outline a course of study for the public school system, they would, in all probability, consider the common needs of people in their experiences of life and make these needs the foundation of their plan. It is reasonable to assume that this committee would suggest some such formula as follows:—

"1. A course in the elementary laws and habits of health, designed to lay a firm foundation of physical endurance for the future demands of life and work; an understanding of the social and economic value of a healthy body and the means of attaining it.

"2. A broad, comprehensive course in economic guidance, with emphasis on the proper selection of a life work; the essential elements of success at a life job; and the management of the life income.

"3. A course in the interpretation of democratic citizenship, designed to produce a quality of enlightened civic conduct and political thought that will raise the standard of community life.

"4. A course in the modern social arts, with emphasis on culture and good manners; the cultivation of a taste for good music, aesthetic beauty, wholesome entertainment, and refined social conduct; and the encouragement of any special tendencies of professional ability.

"5. A course in ethics, with emphasis on individual integrity, honesty in business, respect for

others' rights, and a knowledge of moral values."*

The foregoing is an interesting summing-up of the present educational problem. But many of the measures advocated by the banker-educator are being met by the schoolmen of today. More and more emphasis is being laid on vocational guidance, but, perhaps, there has not been enough attention devoted to educating young people to a sound understanding of the value and use of money.

According to V. S. Yarros, one of the editors of the Chicago Daily News, there has been a slavish emphasis put upon the institutions and culture of the past. "Surely," he writes, "there are vital problems in abundance right here and now, in this third decade of the twentieth century, in which average bodies of young Americans should be interested and can be interested! We live in the present, not in the past, and it is for life in the present that our boys and girls have to be fitted and educated. . . . It is perfectly safe to say that the average boy or girl, if sympathetically directed and advised, will read about and listen attentively to lectures on government, party organization, present political issues, economic relations, international affairs, sources of unrest in society, remedies for existing maladjustments, and the like. It is a sound enough proposal to start the educational process with live and engrossing topics, but are not strikes, lockouts, threats of war, revolutionary movements, business cycles, commercial crises, moral and social changes of moment among the most absorbing of vital topics?" †

It has been often said that teachers are out of touch with the work-a-day world; that professors in great institutions of learning lead cloistered lives, and so are not fitted to grapple with the problems that confront the average man. If such be true, then we should be willing to listen to the criticisms of intelligent laymen, and profit by them.

We are living in an age of machinery and are becoming obsessed by it. Realizing the emphasis that is being put upon material things, thoughtful schoolmen are urging, as one of the great aims of our national education, that more stress be placed on educating for leisure—upon the things of the spirit, art, music, literature, and all that lifts the soul of man from the earth to the stars.

The aim in our colleges and universities is for more intellectual freedom on the part of the student; to encourage his initiative, and to develop in him a sense of responsibility. Many colleges are studying their undergraduates carefully; and personnel bureaus have been established in several of the leading universities to give vocational guidance to students.

To conclude: Education is of little moment if it does not produce character. It is one thing to acquire a multitude of facts; it is quite another thing to learn to evaluate them. To knowledge must be added wisdom.

* Orrin C. Lester: "What is Wrong with Education?" American Educational Digest, January, 1928.

† Victor S. Yarros: "Not So Much Need of Novelty." Educational Review, September, 1927.

A Tribute to the American School Teachers

Dedicated to the Teachers of Revere, Massachusetts

By SUPT. W. C. McGINNIS

And when the Angel of the Lord whose duty it is to record the history of the nations shall come to the name America he will dip his pen into the pot of melted sunlight, and write in letters of golden light across the unspotted page of the firmament these words: America, America, who above all other nations has done the work of the Lord in the world; America the home of opportunity, of equality, and of law tempered with justice; America who found me destitute and did minister unto me, for inasmuch as she "did it unto the least of these, my children" in distant, unenlightened, and famine stricken lands, she did it unto me; America who has pursued her upward, onward journey to nobler deeds, higher aspirations, and more glorious achievements under the inspiration and the guiding hand of one who is numbered among the greatest of those who have toiled through sorrow to joy, through disappointment to hope, through failure to success, for neighbor, for country, and for God, ... the American public school teacher.

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Are We Equalizing Opportunities?

By SUPT. FRANK D. BOYNTON

Ithaca, N. Y.

YES, I think we are. The right of every child to have developed through education whatever of talent he may possess without reference to the quantity, quality, or type of that talent, and that he should have assured to him the opportunity to go as far as his ability and ambition permit has become a doctrine that is fundamental in American education. This outstanding achievement is little less than phenomenal when considered in the light of the history of education in this country. That the above doctrine should become crystallized into a part of our educational creed is one of the outstanding achievements of the nineteenth century.

From the education of a very few boys at private expense we have come to realize and experience in every state of this nation that elementary and secondary education at public expense and under public control is possible for all of both sexes desiring such training. In the fields of elementary and secondary education Democracy's dream for democracy in education has come true. And it is not Utopian to predict that higher education, for at least one or two years, will be similarly provided within the present century. Furthermore, the state has become so thoroughly convinced that democratic government is safe only in the hands of the intelligent that, as a police measure, it has taken away the option and now compels the individual to become educated. The late Andrew Sloan Draper summed up this phase of the situation when he said: "Education is the master passion of the American people."

The response of the people to educational opportunity has been splendid. In 1890 we had approximately 200,000 pupils in our secondary schools; in 1920 this number exceeded two millions, and the present number is materially larger and growing. Increase in the population does not wholly explain this increase. Spencer's definition of education is becoming better understood. Complete living depends upon one's ability to respond to environment, and education interprets, modifies, and controls environment. In the rising level of mass intelligence lies the answer. To meet this demand for education and more education public high schools are being built everywhere. For the express purpose of stimulating a desire on the part of the ever increasing number completing the elementary school to remain in school for a longer period, the junior high school was organized; and the success of the movement has been greater than anything dreamed of by the most optimistic. In every community the school building program constitutes a major problem.

The increased and increasing demands upon our colleges for higher training for vastly increased numbers is evidence that we are reaching our goal in the "equalization of educational opportunity." The mere pressure of numbers seeking higher training is forcing a reorganization program upon our colleges. Present needs cannot be met by an organization which was adequate seventy-five, fifty, or even twenty-five years ago. College authorities have been slow in their efforts to meet this increased demand for higher training. Once again history repeats itself and the people are finding a way, and the junior college with its two-year program has become a definite and fixed part of our educational plan. The growth of the junior college is equaled only by the growth of the public high school, and for the same reason. The reason for its growth is that the so-called "privately endowed" institutions failed to meet the demand for more education for more people. While no absolutely correct data is at hand, it has been approximately estimated that there are now some three hundred junior colleges in thirty-odd states with a registration approaching 25,000 students.

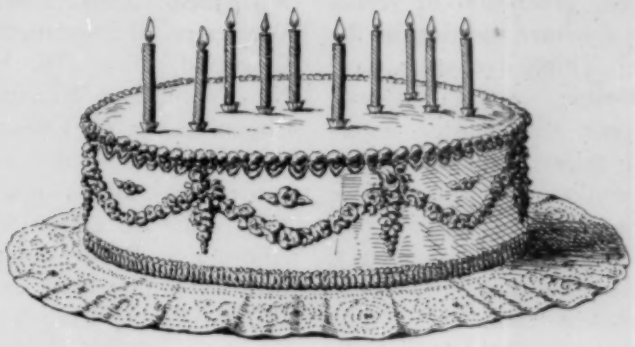
A further indication that we are reaching our goal may be found in the beginning of a building program of our older colleges and in the popular discussions in our popular magazines and periodicals calling for a reorganization of the courses of instruction in our institutions of higher education. There is a real and a growing demand for a reorganization that will prevent the criminal waste of human material in the undergraduate years, an orientation of the student into his new surroundings, a program that will offer him something more than "a sea of liberal subjects" with little or no sequence from which he is to choose with little or no assistance, a program of courses that begin somewhere and which have a definite objective, a change in the attitude of the college teacher toward his students and a sense of his responsibility to personally assist them to succeed. Inspirational leadership, interest in the individual student and a desire to have him succeed are greater essentials for college teaching than the worshipful Ph.D. degree and a Charlie Chaplin moustache, lacking these qualities.

There is a growing tendency to assume that the student goes to college desirous and capable

(Continued on page 241)

WINSTON

Ten candles are now on our birthday cake



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The Department in Retrospect

By AGNES WINN

Division of Classroom Service, N. E. A.

WHEN the Department of Superintendence assembles in Boston this week for its fifty-eighth annual convention, it will be the first opportunity for the present generation of school superintendents to attend a winter meeting in the New England metropolis. Thirty-five years have elapsed since the last Boston meeting. It was in 1893, World's Fair year, that Boston entertained the Department of Superintendence of the National Education Association. At this notable gathering Superintendent Edward Brooks of Philadelphia was president, and Superintendent J. H. Phillips of Birmingham, Alabama, was secretary. Members were present from every state east of the Missouri River as well as from California, Colorado, Nebraska, and Kansas. The attendance was said to have been larger than at any previous meeting.

AGNES WINN

The topics discussed were forward-looking, and did not differ materially from those we shall hear discussed this week. Among them were: "What Can Be Done to Increase the Efficiency of Teachers in Actual Service," "The Study of English in Public Schools," "Plans of Organization for School Purposes in Large Cities," "The Supervision of City Schools," "What Do School Statistics Teach in Respect to the Moral Influence of Education?" Following the presentation of every paper opportunity was given for discussion, and the minutes state that a large number participated. The speakers included many well-known superintendents of that day, such as Aaron Gove of Denver, Colorado; Thomas M. Balliet of Springfield, Massachusetts; Albert P. Marble of Worcester, Massachusetts; Andrew S. Draper of Cleveland, Ohio; W. H. Maxwell of Brooklyn, New York; and William T. Harris, United States Commissioner of Education.

One contemporary writer in speaking of the convention leaders referred to Dr. William T. Harris as the educational philosopher; to Judge Andrew S. Draper as the educational statesman, to Andrew J. Rickoff as the model superintendent; and to Colonel Francis W. Parker as the educational yeast. It is interesting to note that one of the active participants in the convention of 1893 has been prominent in every gathering of the Department since that time, and is one of our esteemed hosts for the 1928 meeting—Dr. A. E. Winship, editor of the *Journal of Education*.

The visitors were well entertained. We are told that on Tuesday evening there was a full-dress reception by the Boston committee "with choicest catering." Next day they were invited to attend a reception given by the Governor of Massachusetts. Harvard University entertained the Department for a day, and President Eliot invited all to partake both of luncheon and dinner. The event which seems to have elicited the greatest enthusiasm was an authors' reception given by the publishers of Boston. Dr. Oliver Wendell Holmes had the seat of honor.

A report was given of the celebration of Columbus Day in recognition of the four-hundredth anniversary of the discovery of America. This had been promoted by a committee from the Department of which Francis Bellamy of Boston was chairman. The celebration was general throughout the Republic and the public schools—the institution closest to the people—led in the observance. The report states in part:—

"The leadership of the public schools made Columbus Day a people's day. America lifted up her public school system as the most characteristic product of the four centuries, and as one of the principal sources of her greatness. She seemed to utter her trust that the distinctive principles of true Americanism will not perish so long as free public education endures; and in token, she placed the nation's flag, not over her forts and battlegrounds, but over her public schools."

The history of the Department of Superintendence dates back to 1865, the closing year of the Civil War. At the meeting of the National Teachers' Association in August of that year at

(Continued on page 235)

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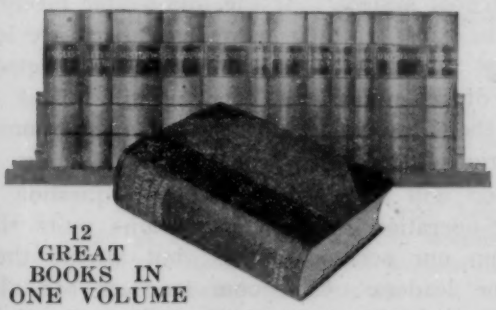
As in some other things, Los Angeles is here pointing the way for other cities. Many of these are already crowding her closely.



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Teachers Need It

Like a compass to an airplane, information quickly available on demand is a necessity for every efficient teacher. Many of them have long been searching for such a helpful means of obtaining reliable source material, and recognize on sight the revolutionary advance which The Lincoln Library represents. Miss Gertrude Bacon, Department of Practice Teaching, State Normal College, Buffalo, writes: "Teachers, both experienced and inexperienced, cannot afford to be without it."

Superintendents Insist on It

"I would like to see it in every rural school in this state." "Every progressive teacher should endeavor to possess a copy of this work." Scores of statements of this sort from state, county, district, and city superintendents mean only one thing—The Lincoln Library occupies a place of its own in the educational system of America.

Seize This Opportunity

If you have not yet had the privilege of convincing yourself personally of the extraordinary usefulness of The Lincoln Library, do not fail to examine a copy at the N. E. A. Convention, Boston.

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Classrooms Look to Boston

By CORNELIA S. ADAIR

President, National Education Association

THE eyes of all those interested in education now turn to Boston. Among them the eyes of the classroom teacher. The winter meeting of the National Education Association is primarily that of the Department of Superintendence, but what group—the children excepted—is more interested in, or more affected by, the work of the Department of Superintendence than the classroom teacher?

The day is past when teachers were concerned only with classroom instruction. The better-trained, more highly educated teacher turns

CORNELIA S. ADAIR
President, National Education Association

eagerly to the things that will help her, or him, to interpret this ever changing modern life more adequately to the boys and girls under her care. This help she has a right to expect at the meeting of the Department of Superintendence.

True, there will be comparatively few classroom teachers actually in attendance on the Boston meeting. There will be, perhaps, threescore of them outside of the New England group. Yet those sixty will represent thousands. But hundreds of thousands will benefit indirectly through their superintendents and through the educational press.

Very wisely the superintendents confine their deliberative meetings to their membership. Other groups have adopted this plan and found it stimulating to thought and expression. New ideas gain a fairer hearing when discussed by homogeneous groups.

There will be, however, many open meetings on which pioneer educational thinkers will seek to demonstrate how our educational frontiers may be advanced. The kindergarten teachers will celebrate their fiftieth anniversary. Rural education will be discussed. Other groups have planned interesting programs. Many of the committees of the National Education Association will meet at this time to formulate plans for their summer reports. A goodly number of classroom teachers share these committee responsibilities.

The Classroom Department will hold its annual conference. To this conference will come committee chairmen and leading classroom teachers from every state. A regional conference is to be held so that the local teachers will have the opportunity of meeting their national leaders.

And then to visit Boston—historic Boston. To accept the hospitality of this charming city is a privilege greatly to be esteemed.

The classroom teachers look to the groups that will meet in Boston for educational leadership. At this conference they expect them to solve many educational problems in a way that will affect every school system. At the mid-winter meeting, when the cares of their own department are less pressing, the classroom teachers have the opportunity of attending the open meetings and of seeing these leaders as they cannot at the annual conventions. As time goes on, the business of education will be more and more a question of inter-co-operation among the various units that make up our school systems; but always there must be leaders. Classroom teachers are glad when their leaders meet in council, and rejoice when all groups have the privilege of seeing, hearing, and meeting such nationally and internationally known figures as will be drawn together by this great educational conference.

In Boston, old friendships will be revived and new ones made; educational ideas will be exchanged; visits to historic shrines will engender a greater pride in the ideals and purposes of the founders of the nation; teachers will return home refreshed and inspired to do better work in the future by their invigorating contacts with present-day and past leaders.

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Statement Preparation: From the account constructed in the second step statements are next prepared and the quantitative summary again serves as a complete check on them. For purposes of gradation, only the Balance Sheet is introduced at first but very soon the element of profit and loss is included and the preparation of a Statement of Profit and Loss is required.

A critical examination and thoughtful consideration of the method of approach and of the whole underlying teaching plan will convince you that an adoption of Rational Bookkeeping and Accounting will provide you with an indispensable tool in your bookkeeping classroom.

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Some Recent New England High Schools

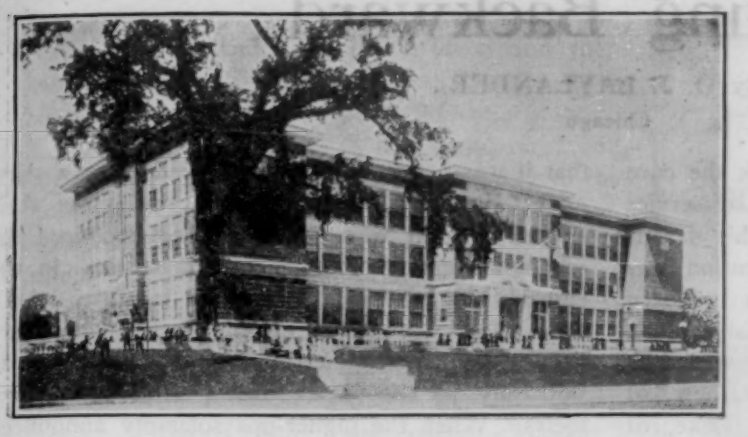
Visiting members of the N. E. A. can here view pictures of five recent notable Massachusetts and Connecticut schoolhouses. They embody in their plannings the most up-to-date adaptations to that ever advancing educational factor, the school program. These buildings will well repay a visit, and visitors will find in their school officials men of experience who are satisfied with them.

The schoolhouses here depicted were designed by the Frank Irving Cooper Corporation, Architects of Boston.

SOMERVILLE HIGH SCHOOL
SOMERVILLE MASSACHUSETTS
FRANK IRVING COOPER CORPORATION ARCHITECTS BOSTON
WALTER TROWBRIDGE LITTLEFIELD ASSOCIATE ARCHITECT

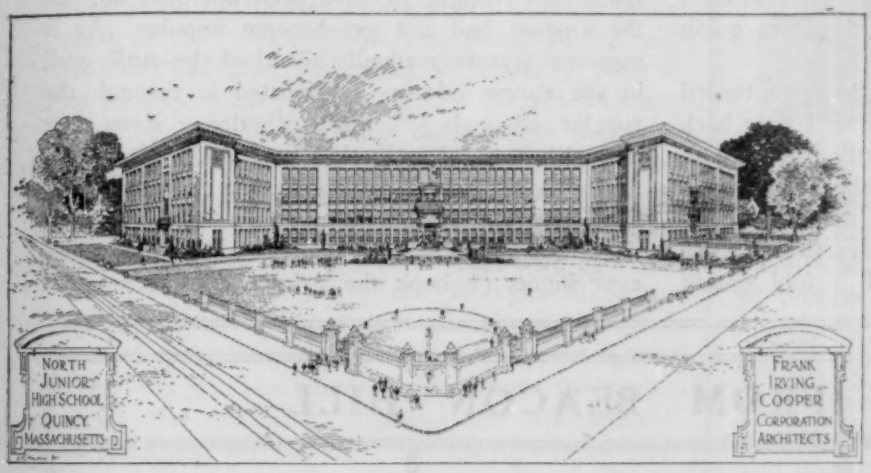
The Somerville High School has one of the finest locations in the country, on the brow of Central Hill in the midst of historic scenes. Instead of seeking another site for needed accommodations, the City Government has wisely decided to care for them by renovating and remodeling the old high school building. New East and West Wings, and a new double gymnasium will be built, all especially planned to give community as well as school service. The new central heating plant is completed. The cost is to be $1,250,000. Building at left is City Hall.

The Morgan Gardner Bulkeley High School in Hartford, Conn., is one of the two very modern school buildings in that city. Well placed at an important corner, its architecture is striking while its interior arrangements are efficient. It cares for 1,400 students. The cost was $1,800,000.



The Wakefield High School has an auditorium, gymnasium, general shops and a splendid athletic field. This school plant has fully met the requirements of Committee, school officials and pupils. Its cost was about $500,000.

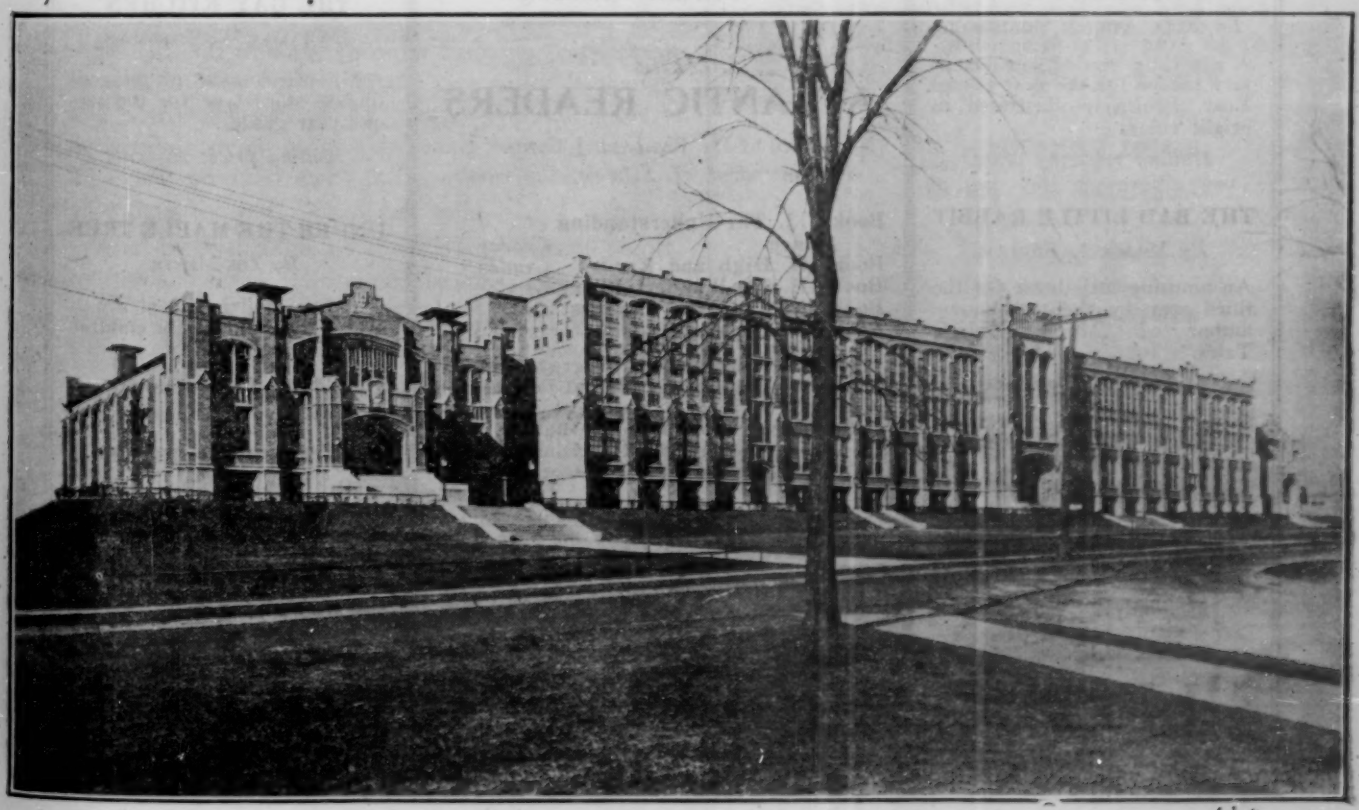
FRANK IRVING COOPER
Senior member of the Corporation bearing his name, the firm which has planned the schoolhouses here presented.



LEGENDS

Opposite — Quincy North Junior High School, of which the central unit only is completed. Cost about $450,000.

Below — The Thomas Snell Weaver High School at Hartford, a splendid example of city interest in education. Cost $1,500,000.



Advt.

Looking Backward

By O. J. LAYLANDER
Chicago

I AM a reformed schoolmaster. I took the cure at forty-two. After eighteen years of service as a superintendent of schools I took this drastic step because I realized that my constitution was slowly being undermined, and that in a dozen years I should be a hopeless educational invalid. I became a missionary, and aided in spreading the printed gospel according to St. Matthew, of Columbia; St. Mark, of Chicago; St. Luke, of Iowa, and all the St. Johns from Kalamazoo to Timbuctoo. That is, I entered the schoolbook business. Now, any observations I may make must be subject to the current rate of discount, for I have never been tested, measured, tagged, evaluated, or researched. Indeed, as yet I haven't even been searched; but the way things are going that may come in due time.

With these handicaps all I can do is to record impressions. To make matters worse, I date back to the days of McGuffey, Stoddard's Intellectual, and Davies' Legendre days when the chief objectives were power and the mastery of the elementals. Nobody tried in those old days to make the way easy. Those old-timers had a fool notion that it was better to hunt with a rifle than a shotgun. Not how much but how well was their slogan. Yet it was they who had produced the schoolmasters who were my associates in the eighties and nineties. I ran true to form. As a little soldier I followed my file leaders into every vagary and through every field of fad, just as faithfully as the little fellows of today follow theirs. When the higher-ups solemnly announced that school infants who were not fed on Grube stood a good chance to develop into driveling idiots, I adopted Grube. I chewed at all they offered me. I became fed up on Child Study and Herbartianism. I swallowed the pot of green feathers. I ought to have been operated on, but the custom had not yet become popular. As it was, my system gradually absorbed the stuff, and, in the course of time, dissipated it through the regular channels. I was orthodox. Even that wicked heresy, "The Evolution of Dodd," failed immediately to disturb my equanimity. I conformed to the current opinion that it was the function of the public school to feed into the rolling-mill whatever ingots (I hope the printer doesn't set that

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I shall end this as I began: I am not competent to determine how much of the new order is change and how much genuine progress. The new picture is certainly much more fascinating, much grander. The new product ought to be much more serviceable than the old. Time will tell.

The greatest fault of the modern school seems to me to be the failure on the part of so many administrators to realize that the biggest objective should be teaching children *how to study*. This eclipses all questions of equipment, of organization, of curriculum, of methods, all of the current practices included in what Dr. Miller calls "labelitis."

Should it transpire that, in spite of all the modern advantages, children generally could pass through the elementary grades unable to use books wisely, unable to speak good English or write good letters, unable to do much of anything right, it would follow that something was radically wrong in the plan. Then should the doctors find out what it is, and operate.

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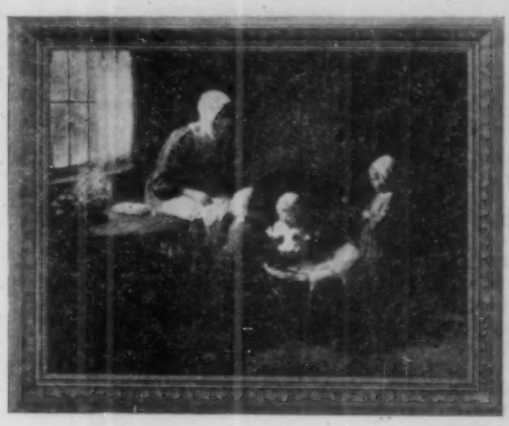

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Dallas Meeting Still Lives

By HELEN FIELD FISCHER

Shenandoah, Iowa

IT IS my business to help to make a beautiful world through the correct development of living trees, shrubs, and flowers. It is your business to help make a beautiful civilization through the correct development of living children. After all our professions are not so unlike.

Each of us must understand design, cultivation, stimulation, and when to prune out dead wood.

Each of us will succeed only as we work in harmony with the elemental laws of nature, which no one will ever entirely master.

I met with the superintendents first at the Department of Superintendence at Dallas. Friends who did not know warned me that you would be hard to address. "They are the best educated and most powerful group of men and women in America, and they probably realize it." You may have realized it, but it did not spoil your manners. As I mingled with you in the hotel lobby and at the meetings it seemed to me that the millennium had arrived.

Many times since have I described that wonderful group of men and women with keen, kindly faces, gentle voices, modest dress, but the kingly poise of assured position and high aims. I loved the deference of the younger to the ideas of the older and of the older, in turn, to the younger. Never have I seen an audience which showed greater courtesy to speakers both by attention and order. Especially did I love to watch the quick reaction to music, sentiment, or beauty sweep across your faces, and to see your keen appreciation of all the pleasures that had been planned for you. You were unstilted and natural in all your contacts, and what political competition there was seemed to be entirely free from bitterness. You had the air of people seeking a vision rather than a people on a holiday. I felt that our children were safe in your hands, if you could only carry the inspiration home with you and pass it on.

My next meeting was a state association. How it thrilled me to find it in many ways a copy of the other. Instead of a national orchestra a state orchestra had been rapidly formed. Many of the same speakers were represented, and all the same

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subjects. Once more the program showed an evening of the best professional music. The same expression was on the faces of the listeners, only they were younger faces. The spirit still lived.

And so on down through all the lesser meetings flowed the golden thread. Even in isolated high schools when I spoke to teachers of things that took place at Dallas I found that they had already been told. Out in a little western mountain town a boy corrected me as to the exact number of harps in the national orchestra. In far scattered

HELEN FIELD FISCHER

cities superintendents took from a handy shelf the printed report to talk over with me those well remembered addresses. It was interesting to see where the best-thumbed pages were! In many places I saw ideas gleaned from the Public School Art Exhibit. Yes, these meetings are all worth while. You are building a beautiful civilization, and through the N. E. A. you are doing it in a workman-like way.

The School Life

BY NIXON WATERMAN

My little boy came from his school today
With his heart in a flurry of glee:
"O papa! they've taken our pencils away,
And I'm writing with ink!" said he.
And his breast is filled with a manly pride,
For it joys him much to think
He has laid his pencil and slate aside,
And is writing his words in ink.

O innocent child! Could you guess the truth
You would ask of the years to stay
Mid the slate and pencil cares of youth
That a tear will wash away;
For out in the great, wide world of men
The wrongs we may do or think
Can never be blotted out again,
For we write them all in ink.

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Aims of the Convention Program

By J. M. GWINN
President, Department of Superintendence

THE Boston meeting of the Department of Superintendence will make some important contributions to American education. The Yearbook and the program have taken a full year in their development. The fact that the convention is held in New England, the home of many and important institutions of higher education, has given an unusual opportunity to bring the presidents of some of these institutions of higher education to a conference with public school administrators. The relation between public and higher education is an important theme on the program.

The program will make an extended and scientific attack on the problems of secondary education. In the field of secondary education the program and the Yearbook will seek to contribute to the following ends and purposes:—

The establishment of ideals and standards for the guidance of those who direct the education of American youth in the secondary schools of the country.

A clearer knowledge and a better appreciation of the nature and needs of American adolescent youth.

A better understanding of what secondary education is in its aims and purposes and in its curriculum and methods.

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The Yearbook will set forth and a number of the programs will amplify and make clear the foundations of the curriculum for the secondary school and point out ways and means for the adjustment of the curriculum to schools of varying sizes and types and to pupils of varying abilities.

To indicate to superintendents, high school principals and other supervisors of secondary education how such supervision may be made scientific and more effective.

To give a program and aid in that field of growing importance—counseling and guiding boys and girls.

J. M. GWINN
President Department of Superintendence

To make more definite the service and qualifications of the high school teacher.

To relate the secondary school to the college, to the home, to citizenship, and to industry and business.

To present the situation and the tendencies of the pressing problem—the Junior College—the most recent applicant for membership in the program of public education.

Other important ends of the convention outside of the field of secondary education are:—

To establish standards for determining the educational service, the qualifications and education and training and relations of school superintendents to lay control of education.

To find out what the work of assistant and district superintendents is.

To consider better ways and means of fin-

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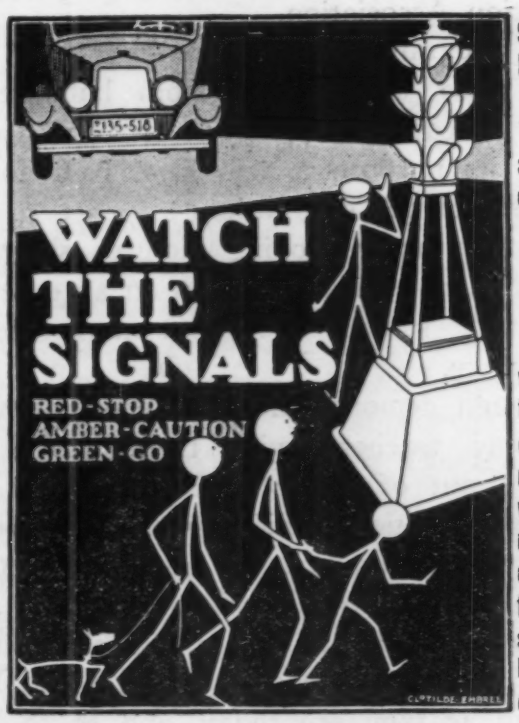

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ancing education and of making expenditures more effective.

To set forth the relation of public education to higher education—let us hope that a department of higher education may find its place among the several departments of the National Education Association.

One program will seek to show how politicians may be changed from liabilities to assets for education. If this program accomplishes its purpose it will have paid for all the costs of the convention.

Through many moving pictures shown in the exhibits one will be taken on an extended tour of the schools in fifty or more cities of the country.

Through demonstration of school activities by many teachers with their classes the children out of the schools of Boston and neighboring cities to aid in raising the standards of such activities in many schoolrooms of America.

To return us to our homes and school duties with a better knowledge of Boston and New England as they are today, and so to have given all in attendance at the convention strength and inspiration for better service to the children and youth of America.

Teachers of Teachers

Poem by Oliver Wendell Holmes read by him at the authors' reception given for the Department of Superintendence in Boston in 1892

Teachers of teachers! Yours the task
Noblest that noble minds can ask.
High up Aeonia's murmurous mount,
To watch, to guard the sacred fount
That feeds the streams below;
To guide the hurrying flood that fills
A thousand silvery rippling rills,
In ever-widening flow.

Rich is the harvest from the fields
That bounteous Nature kindly yields;
But fairer growths enrich the soil
Ploughed deep by thought's unwearied toil,
In Learning's broad domain.
And where the leaves, the flowers, the fruits,
Without your watering at the roots,
To fill each branching vein?

Welcome! the Author's firmest friends,
Your voice the surest godspeed lends.
Of you the growing mind demands
The patient care, the guiding hands
Through all the mists of morn.
You knowing well the future's need,
Your prescient wisdom sows the seed,
To flower in years unborn.

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The Department in Retrospect

(Continued from page 218)

Harrisburg, Pennsylvania, the state and city school superintendents present decided to form an organization to be composed exclusively of those engaged in supervisory positions in the schools. This group met in Washington the following February (1866) and completed the work of organizing. The new association was called the National Association of School Superintendents. Nine states and twenty cities were represented.

Five years later, in 1870, in Cleveland, Ohio, the Association merged into the National Education(al) Association as a department, and has held a convention every year except one since its formation. During the early years there were two meetings a year, sessions being held in connection with the summer convention of the Association and a winter meeting in February or March. Since 1890 the Department has met the last week in February.

For many years the principal function of the Department of Superintendence was to hold meetings. The keenest minds in the profession assembled at these conventions, but the numbers were not great, and those who attended could be housed in one headquarters hotel. Nevertheless American education was profoundly affected by what was said and done.

With increased activity on the part of educational organizations of every kind—local, state and national—during the past decade, have come added responsibilities and duties for superintendents of schools. In order that their national organization might be better equipped to meet these responsibilities it was deemed necessary to provide an all-year service by the Department. At Atlantic City, New Jersey, in 1921, a tentative plan of reorganization, including an annual departmental fee of five dollars, was adopted, based upon the report of a committee appointed a year earlier. At the Des Moines convention of the National Education Association the same year legislation to facilitate the proposed plan was passed. The new constitution was submitted and approved by the members of the Department in Chicago, February, 1922.

The following September, headquarters for the Department were established in the building of the National Education Association in Washington, D.C., and since that time the work has been carried on under the direction of a full-time secretary, S. D. Shankland. Since the adoption of the reorganization plan there has been a steady growth in membership from 1,263 members in 1922 to 3,114 members in 1927.

The First Yearbook of the Department, entitled "The Status of the Superintendent," was issued

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Last year at Dallas he said to us, "Nothing in my life has given me more real pleasure than the astonishing success of your books. If I have been of any help along the way, that is an added satisfaction."

In this monumental copy of the Journal we welcome the opportunity to acknowledge our debt to Dr. Winship, and to take our part in this issue, which is a striking testimonial to his outstanding service in education.

BERTHA B. AND ERNEST COBB

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in February, 1923, and was in such great demand that it is now out of print. By this time questions pertaining to the curriculum were insistently pressing for solution. At the Cleveland convention in 1923 action was taken for the appointment of a commission for the purpose of bringing together materials for the construction of a suitable curriculum adapted to the needs of the boys and girls of American public schools. A year later the Commission was appointed with Superintendent Edwin C. Broome of Philadelphia as chairman. Meanwhile the 1924 Yearbook Committee, of which Robinson G. Jones, superintendent of schools, Cleveland, Ohio, was chairman, conducted the work for that year, and published the second yearbook entitled "The Elementary School Curriculum." It presented a review of current curriculum practice which was intended to serve as a basis for the future work of the Commission on the curriculum.

Yearbooks issued by the Commission are as follows: "Research in Constructing the Elementary School Curriculum, 1925"; "The Nation at Work on the Public School Curriculum, 1926"; "The Junior High School Curriculum, 1927"; and "Curriculum Development in the Senior High School, 1928." Experts in every field of education have co-operated in the work. It has been a stupendous task and it has been performed willingly and thoroughly. The Commission's work has been one of the outstanding contributions to American education. With the publication of the Sixth Yearbook, which is being distributed at this convention, the Commission feels that its task is completed. Dr. Broome will give the final report and ask that the Commission be discharged. Plans are already under way for the 1929 Yearbook, which will be based on the report of the committee on Articulation of Educational Units, of which Herbert S. Weet of Rochester, New York, is chairman. This committee will take up the work where the Commission leaves off.

A perusal of the volumes and records of the National Education Association reveals many interesting facts and sidelights pertaining to the history of the Department, but in this brief story it is possible to touch upon only a few of the high points. Perhaps the most historical meeting was the one held in Washington, D.C., in 1908. Superintendent Frank B. Cooper of Seattle, Washington, president. Theodore Roosevelt, then President of the United States, received the members and a few invited guests in the east room of the White House. Joseph G. Cannon, speaker of the House of Representatives, and Elmer Ellsworth Brown, United States Commissioner of Education, delivered addresses of welcome. Other speakers were: Calvin N. Kendall, Homer H. Seerley, William M. Davidson, William H. Maxwell, Francis G. Blair, and Ben Blewett.

Eighteen years later, in 1926, the Department

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again met in the National Capital and was again honored by the President of the United States when Calvin Coolidge delivered the George Washington's Birthday address. It was a thrilling moment in the convention auditorium as the Marine Band struck up the famous air, "Hail to the Chief," and with the vast audience standing, the presidential party arrived. Three cabinet officers also had places on the convention program: Hon. Curtis D. Wilbur, Secretary of the Navy; Hon. Hubert S. Work, Secretary of the Interior; and Hon. Herbert Hoover, Secretary of Commerce. The Rt. Rev. James E. Freeman, Bishop of Washington, gave the Sunday vesper service. The convention was officially opened by a pilgrimage to that sacred spot in the hills of Virginia, Arlington Cemetery. There President Frank W. Ballou placed a wreath on the Tomb of the Unknown Soldier, the shrine of all patriotic Americans.

Another event that will stand out in the history of the Department is the Dallas meeting of a year ago. When the news was given out that the convention was to be held "'way down South," many shook their heads in grave doubt, but at the close of the week everyone agreed that the decision to take the convention to Texas had been fully justified.

The program reflected the vision, character, and courage of the president of the Department, Randall J. Condon of Cincinnati, Ohio, and emphasized the spiritual values of life. Beginning with the vesper service on Sunday afternoon and ending with the never-to-be-forgotten moment on Thursday evening when the great audience in the auditorium joined with the National High School orchestra in bringing the convention to a close with the beautiful hymn, "Now the Day Is Over," those things which were fine and lovely and inspiring were placed always in the foreground. Sharing honors with the orchestra were the choruses from the Dallas schools including a chorus of six hundred voices from the Booker T. Washington High School in a delightful program of negro spirituals.

The Boston meeting of 1928, over which Joseph M. Gwinn of San Francisco, California, will preside, gives promise of furnishing another historical chapter in the annals of the Department. Massachusetts, with its wealth of historic shrines, will offer convention visitors opportunity to review their American history, and special trips will be made to several of these shrines. The convention will officially open with vesper services on Sunday afternoon to be held simultaneously in five of the old Boston churches and in Faneuil Hall, the "Cradle of Liberty." President Gwinn has prepared an unusual program for the week, placing special emphasis on secondary education, with

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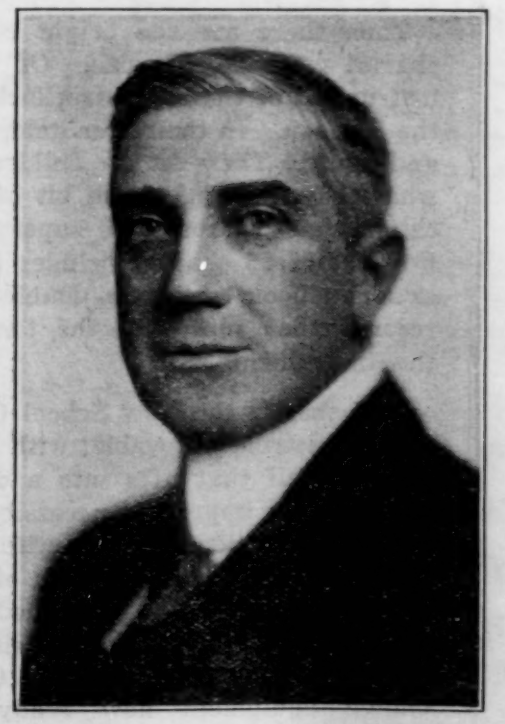
which the 1928 Yearbook of the Department is concerned.

Three types of exhibits will be presented at Mechanics Hall during the week—the Educational Exhibits, Motion Picture Exhibits, and the Living Exhibits. The Educational Exhibits promise to be the most complete in the history of the Department with more than 200 separate displays demonstrating the products or activities of as many different firms and organizations. The Motion Picture Exhibits will consist of the showing of films describing activities in more than fifty school systems, that have been loaned by state, city and county systems, and the U. S. Bureau of Education. These will be shown continuously each day beginning Saturday noon and closing Thursday.

The Living Exhibits in Paul Revere Hall will consist of actual teaching demonstrations by teachers and pupils from the schools of Boston and vicinity, and will include not only the regular subjects of the curriculum, but many others such as safety instruction, school patrol and nature projects. Perhaps the most impressive Living Exhibit will be the massed concert on Wednesday afternoon by 2,000 pupils from the schools under the direction of John A. O'Shea, director of public school music in Boston. The music will consist of bands, rhythmic and symphony orchestras, glee clubs and choruses, and will demonstrate to the visitors the emphasis Boston places on the cultural side of education.



S. D. SHANKLAND

The acceptance of the secretaryship of the Reorganized Department of Superintendence by S. D. Shankland was one of the most important events in the history of the National Education Association. There has never been greater liability of harmful friction than was possible in the relation of this Department to the National Education Association, but there has never been the faintest trace of disagreement. Mr. Shankland is as active in the annual meeting of the N. E. A. as in his own meeting, and the equipment of the N. E. A. is at his disposal to the limit for the February meetings.

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The Educational Department

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Are We Equalizing Opportunities?

(Continued from page 216)

of doing honest work, and that it is the definite business of the college teacher to ascertain the possibilities of each student whom he teaches and to help him to succeed. It is the common belief that the price for failure is altogether too high. This program when worked out means that Democracy will be "Sitting in the Seats of the Mighty"; that the spirit of democracy will permeate faculty and student body at all stages of the educative process; and that none shall be denied his opportunity to prove by actual trial whether or not he is able to take the next step by the laboratory method.

Michigan University is, perhaps, in the lead in this new phase of higher training. In its newly organized "University College" it is proposed to take over the work of the freshman and sophomore years. In these two years it is to introduce "personal methods" in dealing with the individual student. During these two years it proposes to undertake to determine those who are able to profit by the more serious work of the special schools in the university proper. It is proposed to graduate those who complete the two-year course of the "University College," to send them into the special schools, or into business and industry with something well worth while, and with their self-respect unimpaired. "Busted," "plucked," "jimmied," "blackjacked," and similar terms are to be dropped from the college vocabulary.

In this new college there will be courses in the physical and social sciences, in the arts, in physical and mental hygiene, and a general orientation course. The objectives of the "University College" are well defined. It knows where it is going. One of these objectives is to distinguish as early as possible the students of various types and grades of ability and to provide for each sort opportunities commensurate with his powers. Yes, I am certain that we are progressing toward the goal.

Another sign of progress is the modification of the traditional entrance requirements. It is becoming decidedly not the correct thing to do, namely, to place entire dependence in determining who is worthy to profit by higher training solely upon his ability to disgorge certain facts about decadent civilizations. In short, college authorities have proved to their own satisfaction the inadequacy of the scholarship test by recognizing the fact that by this test they have admitted candidates in large

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numbers who cannot profit by higher training as now being offered. At this point two deductions may be made: that the methods of admission have been wrong; and that there is great need of reorganization.

To correct the first, in addition to the traditional scholarship test, the colleges are using "intelligence" tests more or less intelligently; the candidate's school record is being examined; and an effort is being made to determine whether or not the candidate was industrious, honest in his work, whether he possessed qualities of leadership, possessed a broad outlook upon life and those other character qualities which make a good citizen as well as a good undergraduate.

Never before has the general public taken so much interest in what is going on in our colleges. Never before have the colleges been under such fire as they now are. Never again can they return to their former *status*. In so far as the public is concerned *laissez faire* policy as applied to our colleges is ended. Ultimately and correctly public higher education like public elementary and secondary education will be publicly controlled.

A desire to be educated is sufficient motive for any young person to have when he enters an educational institution and submits to the educative process and places himself in the hands of educators. This is now being recognized as sufficient. The rest is up to the educators. We are certainly making progress toward our final goal—the democratization of higher education.

Let Us Magnify Our Churches

By JOY ELMER MORGAN
Editor of The Journal of the N. E. A.

LET us pay tribute also to the church. The race needs religion. It needs the ministry of saintly men and women. It needs prophets and makers of ideals. It needs meditation. It needs seekers after spiritual truth as well as scientific truth. The greatest scientists have found their faith deepened as their microscopes became more powerful and their telescopes reached farther and farther out into the starry universe. Each discovery leads to new mysteries, and reverence grows as curiosity carries man further in his search for the eternal. Down through the ages the church has nourished ideals of service and brotherhood. Its ministers have been the friends of the ignorant, the sick, and the weak. Character culture cannot leave God and the church out. Let us magnify our churches.

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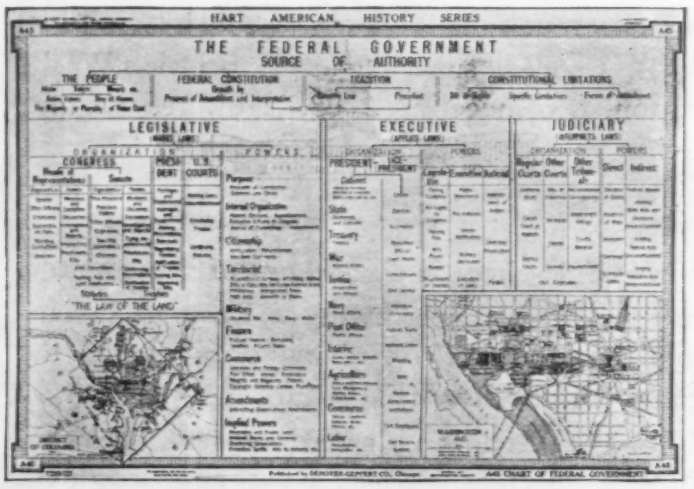

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Living Presidents of the Department

Of the fifty-eight presidents of the Department of Superintendence, twenty-two are now living. These are:—

Augustus S. Downing, Albany, N.Y. Chicago meeting, 1900. Now, as then, State Department, New York.

G. R. Glenn, state superintendent of Georgia. Chicago meeting, 1902. Residing now in Dahlonega, Ga.

Charles M. Jordan, superintendent, Minneapolis. Cincinnati meeting, 1903. Superintendent emeritus, Minneapolis.

Henry P. Emerson, superintendent, Buffalo. Atlanta meeting, 1904. Now residing at Middleton, Massachusetts.

John W. Carr, superintendent, Dayton, Ohio, Louisville meeting, 1906. Now dean, State Teachers College, Murray, Kentucky.

Frank B. Cooper, superintendent, Seattle. Washington, D.C., meeting, 1908. Now retired, and living in Seattle.

William H. Elson, superintendent, Cleveland. Chicago meeting, 1909. Is one of the most successful school book authors of the country.

Stratton D. Brooks, superintendent, Boston. Indianapolis meeting, 1910. Now president of the State University of Missouri.

William M. Davidson, superintendent, Omaha. Mobile meeting, 1911. Now superintendent of Pittsburgh, Pennsylvania.

Charles E. Chadsey, superintendent, Denver. St. Louis meeting, 1912. Now dean of School of Education, State University, Illinois.

Franklin B. Dyer, superintendent, Cincinnati. Philadelphia meeting, 1913. Now retired, living in Cincinnati, and member of the city board of education.

M. P. Shawkey, State superintendent of West Virginia. Detroit meeting, 1916. Now president, John Marshall College, Huntington, West Virginia.

Thomas E. Finegan, assistant state superintendent, New York. Atlantic City meeting, 1918. Now director of Educational Film-making of Eastman Company, Rochester, N.Y.

Ernest C. Hartwell, superintendent, Buffalo. Chicago meeting, 1919. Still superintendent, Buffalo.

E. U. Graff, superintendent, Indianapolis. Cleveland meeting, 1920.

Robinson G. Jones, superintendent, Cleveland. Chicago meeting, 1922. Still superintendent, Cleveland.

John H. Beveridge, superintendent, Omaha. Cleveland meeting, 1923. Still superintendent, Omaha.

Payson Smith, Massachusetts State Commissioner of Education. Chicago meeting, 1924. Still Massachusetts State Commissioner of Education.

William McAndrew, superintendent of Chicago. Cincinnati meeting, 1925. Residence, Chicago.

Frank W. Ballou, superintendent, Washington, D.C. Washington meeting, 1926. Still superintendent, Washington.

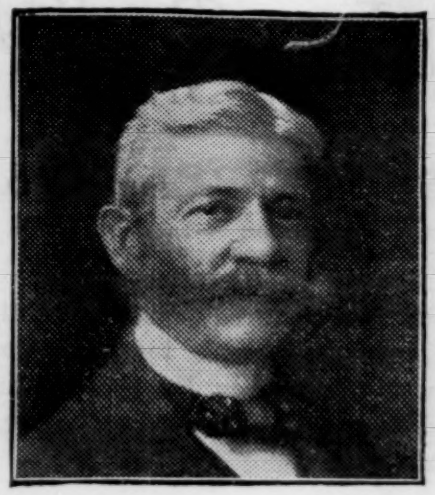
Randall J. Condon, superintendent, Cincinnati. Dallas meeting, 1927. Still superintendent of Cincinnati.

Joseph M. Gwinn, superintendent, San Francisco. Boston meeting, 1928. Still superintendent of San Francisco.

An Unequaled Generation

This generation of youth is an indomitable one, seeking to be captains of their own souls and promising to succeed. In straightforwardness, in unhypocritical honesty, in cleanness of thought and integrity of action, in aspiration and idealism their like has not been seen before.

—Ernest Martin Hopkins, President, Dartmouth College.



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GRINS BETWEEN GRINDS

Generosity

Al Jolson has at last discovered a generous Scotsman. He advertised that as it was Christmas season he had decided to present each and every customer with a cigar lighter and coat hanger.

Jolson did not need either one of these items, but curiosity took him to the shop. He made a purchase and received his gift package, neatly done up. When he opened it he discovered that it contained a match and a nail.—Los Angeles Times.

Why the Guest Left Suddenly

"What is there about me that interests you so much?" asked the caller, irritably.

"I was just looking at your ears," remarked five-year-old Flossie.

"Well, what's the matter with them?" demanded the caller.

"Nothing, that I can see," replied the kid, "but mama said they must 'a been burning up the day you didn't come to the club, but they don't even look scorched, do they?"—Cincinnati Enquirer.

When Is a Hook Not a Hook?

A New York City school teacher tells about a little boy whose coat was so difficult to fasten that she went to his assistance. As she tugged at the hook she asked:—

"Did your mother hook this coat for you?"

"No," was the astounding reply, "she bought it."

—From Children, the Magazine for Parents.

The Full 10

A government clerk received an unexpected raise in his salary. At the close of his day's work he rushed to the telegraph office and sent this question to the girl of his choice: "Will you marry me?" He prepaid the return fees, which permitted ten words. His suspense was brief. Back came every one of them: "Yes, gladly, willingly, joyfully, delightfully, gratefully, lovingly, yes, yes, yes."—Christian Register.

Sacrificed His All

It was a fashionable wedding. The bridegroom had no means of visible support, save his father, who was rich. When he came to the stage of the service where he had to repeat:—

"With all my worldly goods I thee endow," his father said in a whisper that could be heard all over the church: "Heavens! There goes his bicycle!"—Outlook.

That's Nothing

Californian—"The great thing about living where I do is the climate. Why, I haven't paid a cent for coal in years."

Easterner—"I just got a letter from my coal dealer reminding me that I haven't either."—Detroit News.

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numbers who cannot profit by higher training as now being offered. At this point two deductions may be made: that the methods of admission have been wrong; and that there is great need of reorganization.

To correct the first, in addition to the traditional scholarship test, the colleges are using "intelligence" tests more or less intelligently; the candidate's school record is being examined; and an effort is being made to determine whether or not the candidate was industrious, honest in his work, whether he possessed qualities of leadership, possessed a broad outlook upon life and those other character qualities which make a good citizen as well as a good undergraduate.

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Let Us Magnify Our Churches

By JOY ELMER MORGAN
Editor of The Journal of the N. E. A.

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Augustus S. Downing, Albany, N.Y. Chicago meeting, 1900. Now, as then, State Department, New York.

G. R. Glenn, state superintendent of Georgia. Chicago meeting, 1902. Residing now in Dahlonega, Ga.

Charles M. Jordan, superintendent, Minneapolis. Cincinnati meeting, 1903. Superintendent emeritus, Minneapolis.

Henry P. Emerson, superintendent, Buffalo. Atlanta meeting, 1904. Now residing at Middleton, Massachusetts.

John W. Carr, superintendent, Dayton, Ohio, Louisville meeting, 1906. Now dean, State Teachers College, Murray, Kentucky.

Frank B. Cooper, superintendent, Seattle. Washington, D.C., meeting, 1908. Now retired, and living in Seattle.

William H. Elson, superintendent, Cleveland. Chicago meeting, 1909. Is one of the most successful school book authors of the country.

Stratton D. Brooks, superintendent, Boston. Indianapolis meeting, 1910. Now president of the State University of Missouri.

William M. Davidson, superintendent, Omaha. Mobile meeting, 1911. Now superintendent of Pittsburgh, Pennsylvania.

Charles E. Chadsey, superintendent, Denver. St. Louis meeting, 1912. Now dean of School of Education, State University, Illinois.

Franklin B. Dyer, superintendent, Cincinnati. Philadelphia meeting, 1913. Now retired, living in Cincinnati, and member of the city board of education.

M. P. Shawkey, State superintendent of West Virginia. Detroit meeting, 1916. Now president, John Marshall College, Huntington, West Virginia.

Thomas E. Finegan, assistant state superintendent, New York. Atlantic City meeting, 1918. Now director of Educational Film-making of Eastman Company, Rochester, N.Y.

Ernest C. Hartwell, superintendent, Buffalo. Chicago meeting, 1919. Still superintendent, Buffalo.

E. U. Graff, superintendent, Indianapolis. Cleveland meeting, 1920.

Robinson G. Jones, superintendent, Cleveland. Chicago meeting, 1922. Still superintendent, Cleveland.

John H. Beveridge, superintendent, Omaha. Cleveland meeting, 1923. Still superintendent, Omaha.

Payson Smith, Massachusetts State Commissioner of Education. Chicago meeting, 1924. Still Massachusetts State Commissioner of Education.

William McAndrew, superintendent of Chicago. Cincinnati meeting, 1925. Residence, Chicago.

Frank W. Ballou, superintendent, Washington, D.C. Washington meeting, 1926. Still superintendent, Washington.

Randall J. Condon, superintendent, Cincinnati. Dallas meeting, 1927. Still superintendent of Cincinnati.

Joseph M. Gwinn, superintendent, San Francisco. Boston meeting, 1928. Still superintendent of San Francisco.

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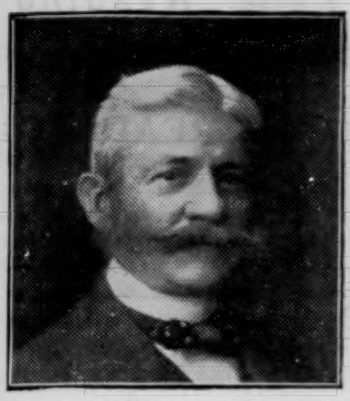

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School Problems

78. Are we really giving our pupils any preparation for leisure? When I see our youth pouring out of movies and dance halls I fear we are not. (New Jersey.)

Yes, we are—in spots. Athletics are promoting a wholesome love of sports and are raising the standards as well as getting more people interested in games.

The book and magazine clubs in our Junior High Schools if carried on carefully in the kind of reading the pupil wants to read and not what the teacher wants him to read can, and in some places are, doing much to guide and promote young people's reading. The great increase in the sale of magazines and new books testifies that people are reading more. We are also stimulating club life. Clubs for definite purposes in our senior and junior highs may promote clubs outside, and this means social profit from use of leisure. Then the movies themselves have improved greatly in the last five years. How much credit belongs to school people no one knows, but some any way.

I'll admit that so far in many places we haven't done a great deal to prepare our boys and girls for the worthy use of leisure, but it is a comparatively new idea, and then again it is difficult to judge how much we have done. In some places the problem is receiving much attention.

79. What do you consider the greatest weakness in the high school? (Nevada.)

The greatest weakness in our high school is still one of atmosphere. We are still teaching too many subjects despite all we may say of teaching boys and girls. We hold the pupils responsible for all they do, and if a boy is unruly the teacher wants to get rid of him.

Now that is a point of great weakness. Many of our high school teachers still fail to get the concept that they are responsible for the pupils' attitudes and actions, and if the boy or girl is failing in conduct or studies it is the teacher's business to study his or her trouble and meet the needs. The elementary school has made greater progress in this line than the high school. High school teachers need to adopt for their slogan, "How can I help you?" and radiate it constantly in classroom and corridor. A passion for human service to every pupil, however "bad or stupid" he may be. A driving concept of "his failure is my failure, his success is my success" is what high school teachers need most of all.

80. Are parents justified in asking for a transfer when their child fails to get along well with a teacher? (Louisiana.)

The answer to this question lies in the particular case, and the pivot of decision is the welfare of the child. No need to say the welfare of the school also figures as an important element.

Usually if after a fair trial the teacher and the pupil still have trouble the parent is justified in asking for a transfer and the superintendent, or whoever is in authority, is wise in granting it. The teacher should always be consulted and her approval obtained if possible. The needs of the pupil, unless it means serious injury to the school, should govern the situation. One of the greatest lessons we can teach our boys and girls is to get along with people. Later they have to get on with all kinds of folks and sometimes that is just the lesson a pupil needs when he asks for a transfer. If this is the case the parents and teacher can be made to see it and the student led to adjust himself to a situation which does not meet with his complete pleasure. This is a common life situation and we must prepare our youth to meet it.

81. How can you get a routine, old-time teacher to take on modern methods? (Arkansas.)

Some progress with what you term an old-time, routine teacher can be made through very efficient, tactful supervision (accent on the tactful). A general supervisor who knows her business starts with the teacher's strongest point, and voicing her appreciation of it to the teacher she begins to win her confidence. Working side by side with this teacher in the classroom, studying the problems with the teacher, invariably and consistently friendly, she can usually make some headway. It is often slow and discouraging work, but careful study and the friendly spirit are the keys. Sometimes the grave mistake of asking such a teacher who may be doing a good job from the old scholastic viewpoint to take on new methods of which she really has no understanding, entirely destroys her power to produce any results with the pupils. Until you can get the teacher's confidence and some understanding of the modern psychology behind more recent forms of procedure it is wisest not to demand much change in her technique. Better a good routine job than futile attempts at modern methods.

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EDUCATION IN ACTION

Appoint Committee On Girl Problems

To study the situation with regard to behavior problem girls in public schools of New York City, a committee has been appointed by the superintendent of schools, with a view to the establishment of a probationary school for delinquent girls, as recommended by the teachers council of the city. The committee is composed of women members of the supervising and teaching staffs of city schools.

Movie Ushering Taught as Vocation

Movie theatre ushering has become a vocation in these days of "palaces" and "cathedrals" of the silver screen. Attendants are no longer an inconspicuous, incidental part of the mechanism of the movie house. An essential element in the decoration are the figures that stand about, statuesquely, primed for service. The uniforms they wear today have considerable to do with the new effect, but the uniforms alone do not make these men. Their snap and their air are the result of a required course of training. The material with which the training school works is handpicked for manners and looks and then drilled into the desired shape. To many attendants their job represents no more than a living. Some are college students using their spare time to finance their courses. Beginners are reminded of the possibility that some day they may become house managers.

Vacation School For Summer Visitors

A vacation school, intended primarily for children of tourists in the lake region of Minnesota, was maintained during the past summer by the board of education of Alexandria, Minn.. The school was organized to meet the demand each year by summer residents for tutors for their children. A slight charge was made for tuition, and four teachers were retained and paid for their services. Only morning sessions were held. Students were allowed to select any work they wished, but no one was allowed to register for more than two subjects. The enrollment was fifty-three pupils, about a third of whom were visiting children. A similar school is planned for 1928.

Plan Uniform Piano Instruction

Plans for systematic development of piano class instruction throughout the schools of the nation were completed recently at a meeting in New York of the National Piano Class Committee of the Music Supervisors' National Conference. This committee plans to systematize the piano class instruction in the public schools of the country in a manner similar to the way in which school bands and orchestras have been developed. Their plan consists, first, of assembling a symposium of the essential principles of group teaching, based on present successful methods of piano instruction in the classes, and in distributing this symposium in pamphlet form through the National Bureau for the Advancement of Music; second, in presenting a feasible organization plan for the superintendents of schools of the country; third, in recommending certain specific types of training for teachers interested in the field of piano class instruction.

Annapolis Makes Golf Compulsory

The United States Naval Academy has made golf a compulsory part of its curriculum. Hereafter midshipmen qualifying at the academy for commissions as officers of the navy must take a course of ten lessons in golf, and must pass the course. Academy officials pointed out that compulsory golf was necessary to the midshipman's life because it would be an asset, they said, after the student's graduation, when he would associate largely with groups who followed the pastime. "The navy develops men—not wall-flowers," one official was quoted as saying. "For purely social reasons, aside from the physical benefits of the game, naval officers should know their golf."

Tightens Grip On Schools as Foe Quits

Mayor William Hale Thompson gained commanding control of the Chicago School Board when Walter J. Raymer, administration opponent, resigned, and his place was filled by appointment of H. Wallace Caldwell. Caldwell resigned as a Lincoln Park board member and it was said at the time that he would take over the chairmanship of the School Board, succeeding J. Louis Coath. Dissatisfaction with the manner in which the trial of William McAndrew, former superintendent of schools, was carried out under Coath's administration was said to be the reason for the move to supplant him. Thompson will have seven votes against three on the board, with the status of the eleventh member, Charles J. Vopicka, who is in Europe, in doubt.

Antioch College Tries "Autonomous Study"

Antioch College, Yellow Springs, Ohio, which has attracted world-wide attention among educators through its co-operative system of education, made another departure for the present academic year. What is known as an autonomous program of study has been introduced. The freshman and sophomore years have regular, required courses of study as in any other college, but the later years at college have self-directed class work under an elective system in that there are no lectures, no regular class meetings and the student sees his teacher only once a week, when he reports on what he has done and asks advice if he wants it. In some classes the student receives a syllabus and is left to follow it without help; in others he prepares his own syllabus.. All that is necessary is that at the end of the five-week period he pass an examination. Although the system was introduced only last fall, President Arthur E. Morgan said it had already proved a signal success.

Doctors of Divinity Wear Special Ring

University of Berlin graduate students, on passing their examination for doctor of divinity, will hereafter be presented with a special ring. The ring is adorned with laurel twigs and on a flat disc bears the words, in Greek "Light—Life." On the inside are engraved the words, "Ordo Theologorum Berolinensis," and the date when the doctor's degree was granted. The ring was in use before the war, but was later abandoned for economic reasons.

Spends Large Amount In Educational Work

Federal expenditures for educational work amounted during the fiscal year 1926 to approximately $63,351,191, according to figures just made public by the Bureau of Education. The largest expenditure for any one branch of the government was that made by the Veterans' Bureau for vocational rehabilitation, $17,003,245. The second largest expenditure was that made by the Department of Agriculture in connection with its co-operative extension work, and third, that by the Federal Board for Vocational Education. The Bureau of Education explained that the total of expenditures does not include a considerable amount expended in educational work by the United States Public Health Service of the Department of the Treasury and the salaries of Army and Navy officers in the various schools of these Departments.

Year's Salary Goes to University

A. P. Giannini, born fifty-seven years ago in a humble rooming house in San Jose, Calif., of poor Italian parents, has placed his 1927 income, $1,500,000, as president of the Banc-italy Corporation, at the disposal of the University of California. Under the terms of the gift $1,000,000 will go toward the establishment of the Giannini Foundation of Agricultural Economics and $500,000 will be used for erection of a building on the university campus in Berkeley, dedicated to ways and means of relieving and improving the economic condition of farmers, dairy and livestock men and fruit growers in California.

Safety Director For Chicago Schools

A full-time director of safety has been appointed by the Chicago Board of Education. In addition to the safety education of more than 500,000 pupils, duties of the new director, a safety engineer, include promotion of increased playground facilities, traffic reform, and an extensive campaign to enlist public interest in the work. The purpose will be not only to train children in self-protection from street hazards, but to prepare them for future responsibilities in traffic and in industry.

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TREND OF THE TIMES

TEN ADDITIONAL air mail routes are to be added to the existing aerial mail roads in 1928, bringing the total to twenty-five, according to the plans of the Postoffice Department. The twenty-five routes will have a total route mileage of 11,856. If only one plane a day flew each way on these routes it has been estimated that the mileage flown daily by these planes carrying the United States mails by air would more than equal the distance around the world at the equator.

NEW YORK is not a city but an empire, as big as some European countries and richer than many of them, declares Henry M. Goldfogle, president of the Board of Taxes and Assessments, New York City. "Our local affairs interest the nation, and the business of the country has a direct bearing on conditions in New York. Today the city comprises 751,569 parcels of taxable real estate spread over 320 square miles. That property is valued at close to $15,000,000,000. There is close to $1,000,000,000 worth of land which is exempt from levy," he said.

IN CONSIDERING American interest in the Pan-American conference at Havana it is interesting to note that last year we loaned more than $375,000,000 to Latin-America. This is a new peak in private loans to governments on this side of the world. According to the commerce department our total investments abroad last year amounted to $1,574,000,000.

RELIGIOUS SERVICES are being sold to motorists in a novel way by a pastor in Valhalla, N. Y. He announced that he would have road signs placed on the main highways inviting automobilists to worship at his church and that an effort would be made to provide adequate parking facilities for their cars.

TAXPAYERS to the federal government continue to decrease. Last year only one out of thirty persons made a return. However, these few paid Uncle Sam more than $700,000,000. A total of 228 persons made returns on a yearly income of a million or more. This is no indication of the number of millionaires in the country, for a man could still be a millionaire and not pay a large tax. In fact, the Treasury department estimates that the nation has more than 30,000 persons with fortunes of $1,000,000 or more.

JOB OF PRESIDENT is one of the most hazardous occupations, according to the Metropolitan Life Insurance Company. Its statistics show that the twelve presidents who held this office since the Civil War lived nearly nine years less than normal life expectancy. The average life span of post-Civil War presidents has been sixty-one years as against seventy-three years for those before that war. One reason is that duties and responsibilities have increased.

NO VOTES for people without idea of political issues or results, Professor William S. Myers of Princeton advocates. He urges a simple intelligence test or some other kind of examination that would indicate a voter's capacity for exercising his franchise. The old and present cry, "Get the voters to the polls—have everyone vote," is a movement that is not sound politics and plays directly into the hands of ward bosses and similar politicians, he says.

SOME SENATORS aspire to have the whole country listen in when they are making a speech, and to that end they had an inquiry made as to the probable costs. To broadcast to the whole country would require twenty-three broadcasting stations in as many points in the United States and the initial expenditure would be about $3,300,000. Then the annual cost would amount to about $1,200,000. The proposal was considered practical, but the cost prohibitive at present.

GROSS COSTS of the World War for the United States amounted to $47,597,272,333, according to Secretary of Treasury Mellon. This includes the ten billions loaned foreign governments. After deductions he places the net war costs at $35,119,522,144, a sum sufficient to run our government at the present rate for eight more years. Figured on a population of 115,000,000 this war burden represents more than $300 for every man, woman and child in the United States.

MACHINE AGE marvels are being demonstrated to the public by leading scientists at an exposition in Paris. The talking motion picture, teletype machines that print telegraphed and wirelessed messages, the cardiophone that reproduces through a loud speaker the heart beats of a person hundreds of miles away and "television" or wireless reproduction of moving scenes at a distance are among the scientific inventions exhibited so ordinary people may examine them and understand them.

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In these hectic days teachers as well as students must be able to find just what they need and just when they need it. This can be accomplished through intelligent use of the Lincoln Library.

STRAYER-UPTON ARITHMETICS. Book One, Lower Grades. Book Two, Middle Grades. Book Three, Higher Grades. By George Drayton Strayer and Clifford Brewster Upton, both of Teachers College, New York City. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This three-book series is an absolutely new creation in school arithmetics. From the first page the children are learning number by interesting use of number. There is never a paragraph that lacks the charm of personal enjoyment. Everything is of the child's world.

There are no practice examples for the sake of wasting time in order to make more pages. Whatever a child does with number he knows it is worth his while to do it. There is never the possibility of a child's thinking: "What's the use?"

There is not an example or problem used simply because a teacher used it when she went to school. There is no explanation required of a child because his father learned that explanation in his school days. Everything is genuinely fascinating to the child, but nothing is dwelt upon long enough to make it stale. Here is a new creation adapted to the twentieth century. It gets the best results of the nineteenth century, better than they could be secured today by day-before-yesterday methods and devices. These three books are as great a blessing to teachers as to children.

HORACE MANN SUPPLEMENTARY ARITHMETIC. Diagnostic and Corrective. Book II. Addition, Subtraction, Multiplication and Division of Common and Decimal Fractions. By Milo B. Hillegas, Teachers' College, Columbia University; Mary G. Peabody, Horace Mann Elementary School, Teachers' College; Ida M. Baker, Cleveland School of Education. Heavy Paper. 178 pages. Philadelphia, Chicago, London: J. B. Lippincott Company.

The Horace Mann Arithmetics have several features quite unique. Diagnostic is one of the latest words created in schoolbook making, and is highly significant. "Diagnose" has been in use in medicine for nearly a century. We think it was in general use in homeopathic medical practice, as their theory was to study symptoms to discover the cause of disease. Of late anything is diagnosed that is in trouble. If a business is in a bad way a specialist is employed to diagnose the difficulty.

In the Supplementary Horace Mann Arithmetic the book is used by the teacher to discover why answers are not correct, and the cause of incorrectness is removed.

Anything incorrect in arithmetic results reveals arithmetical diseases condition on the part of the student, and no amount of practice will result in correct work so long as the cause of the arithmetical diseased condition exists.

Diagnostic investigation inevitably produces correct results if the diagnosis is successful.

One of the most serious troubles with any child in number work is with common and decimal fractions. Most problems in school arithmetic get involved in common or decimal fractions and unless the pupil is as sure of himself in fractions as in whole numbers the problem work is zero although the solution of the problem was correct.

OUR SURROUNDINGS. An Elementary General Science. By Arthur G. Clement, Morton C. Collister and Ernest L. Thurston. Cloth. 628 pages. Illustrated. Syracuse, N. Y.: The Iroquois Publishing Company, Inc.

One of the leading university professors with a practical turn of mind, who has made a study of the reason why certain students win highest rank in general science measurements, has said that more than eighty per cent. of their general science information was attained outside of the classroom. The lack of classroom information about the student's surroundings led the Iroquois Publishing Company to have three specialists on general science prepare a book of 628 pages of 500 words, each presenting all desirable information about the world in which students live, especially knowledge which practically no one had twenty years ago, much of which has never found a place in any classroom. Here are a third of a million words scarcely a paragraph of which would or could have been in any classroom book when the high school graduate of today was in the sixth grade.

Not only is the information important and recent, but it is presented in most usable form, with more than twenty pages of double column index and more than thirty pages of glossary. Everything is attractively written and brilliantly illustrated.

THE TEN DREAMS OF ZACH PETERS and How They Led Him Through the Constitution of the United States. By Hermann Hagedorn. Illustrated by Frank Goodwin. Philadelphia, Chicago, Dallas, Atlanta, San Francisco: The John C. Winston Company.

Nowhere is educational progressive virility more welcome than in serving Americanization in its noblest sense through the classroom, and "The Ten Dreams of Zach Peters" is a pioneer in this initial civic crusade.

One educational issue of the day is whether civilization shall be promoted in the classroom or in annexes by non-professional enthusiasts.

Another educational issue of the day is whether the classroom shall appeal to students and influence their thinking everywhere for all time, or merely please critical professionalists by stupefying the children hypnotically.

"The Ten Dreams of Zach Peters" is a brilliant effort to meet these issues heroically. We are not super-wise, but we have read "The Ten Dreams of Zach Peters" and we venture two guesses. First, that no boy or girl will read one paragraph of this school book indifferently. Second, that none will fail to feel as well as know the virility and sanctity of the Constitution of the United States.

We fear there are prosy professionalists who will think it more conventional to go to sleep under the spell of profundity than to feel the thrill of devout loyalty with the squeal of a dog as the promotor of Americanization. We don't know how "The Ten Dreams of Zach Peters" will be received, but we will await results with interest.

THE BREED-FRENCH SPELLER. By Frederick S. Breed, University of Chicago, and William C. French, superintendent, Drumright, Oklahoma. Chicago and New York: Lyons and Carnahan.

These Breed-French Spellers are no more like the word lessons of our youth than the modern automobile is like the old-fashioned high-wheel bicycle. The authors have not been satisfied with providing a graded series of words needed by school children, they have also provided material on methods of studying and testing the words, of using them in exercises, and of teaching them.

In the selection of words they have been careful to avoid the two extremes represented by the selection of material purely from the activities of adults, and the selection of words used purely in children's themes.

Frequent reviews are provided on the theory that in spelling practice is a primary feature. The pupils' interests are considered in the careful explanation of "What You Are To Do," in which the method of learning words is carefully developed in a series of eight specific steps. The pupil is also helped by instructions on "How To Study Each Word Missed"—an excellent way to help the child to help himself.

Multiple response exercises, letter dictation exercises, and dictionary exercises are also provided. These features are useful because of their social utility and practical value, the dictionary exercises providing excellent training in the use of the dictionary and in alphabetizing.

WILDERNESS ADVENTURES. By William Lyman Underwood. With Illustrations from photographs by the author. Cloth. 243 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus and San Francisco: Ginn and Company.

There seems to be an exhaustless school market for books of adventure, especially adventures that have an autobiographical flavor, and this is one of the best of this class. It has the charm of wilderness life in Northern Maine, of which enough is known by children to give such stories a real lure, and Mr. Underwood gives his story the thrill of civilized Indians of Maine whose ancestors even were never fierce. Personally we knew the Oldtown Indians in their own life many times from our sixth to sixteenth year, and no other Indian life has quite the same fascination as has theirs and we find it is much the same with children today. We are sure that Underwood's "Wilderness Adventures" will be attractive to all school children, especially because of the charming autobiographical setting of the adventures.

HEALTH READERS. Book One, "The Safety Hill of Health." Book Two, "Building My House of Health." By Jessie I. Lummis and Williedell Schawe. With Illustrations by Eunice Stephenson. In Cloth. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

It is a real joy to be alive today and see the books that make little people in school so happy. The ingenuity in bookmaking and book illustrating is simply wonderful. "The Safety Hill of Health," for first grade children, is captivating in the extreme. Any child, every child will enjoy it as much as he has ever enjoyed any picture book he has ever seen, and it will help to make him well and strong.

The Health Reader for the second grade, "Building My House of Health," makes health seeking a "Builders Club" attraction as the first book was a "Climbers Club." The authors worked out these books as part of a demonstration of health work in the schools of Denver, and these books are the outgrowth of experience based on practical needs.

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—Pennsylvania School Journal.

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Hazy on History

Little Paul is a Lindbergh fan. He christened one of his toys "Spirit of St. Louis" and talked Lindbergh until his parents were surfeited with the subject and finally told him he was too excited over the popular aviator.

"Why shouldn't I be excited about him?" Paul inquired in an injured tone. "I'll bet you and mother were excited and talked about it just as much when Columbus discovered America."—Boston Transcript.

The Safer Way

The prisoner—"There goes my hat. Shall I run after it?"

Policeman Casey— "Phwat? Run away and never come back again? You stand here and I'll run after your hat."

Sure to Be There

"Thanks to modern improvements I have far less trouble finding my collar buttons now. Always find them in one place."

"Indeed?"

"Yes, I go to the vacuum cleaner."—Boston Transcript.

Honk!

Customer—"The horn on this car is broken."

Salesman—"No, it's not. It's just indifferent."

Customer—"What do you mean?"

Salesman—"Why it doesn't give a hoot."

Some Dresser

Hortense—"Yes, and they say she dresses like a millionaire's daughter."

Marjorie—"Oh, much better than that—more like a stenographer or a high school girl, my dear."

Regrettable Absence

New Office Boy—"A man called here to thrash you a few minutes ago."

Editor—"What did you say to him!"

New Office Boy—"I told him I was sorry you were not in."—Tawny Kat.

Safety First

"Come right on in, Sambo," the farmer called out. "He won't hurt you. You know a barking dog never bites."

"Sure, boss, ah knows dat," replied the cautious colored man. "But I don't know how soon he's going to stop barkin'."—Success Magazine.

Ready-Made Humor

The following conversation was overheard at the Bureau of Naturalization:—

"Where is Washington?"

"He's dead."

"I mean the capital of the United States."

"Oh, they loaned it all to Europe."

"Do you promise to support the Constitution?"

"Me? How can I? I've a wife and six children to support."—Boston Transcript.

Disguise Necessary

"Can you fix me up to look like a German or a Spaniard or even a Hottentot?" asked the nervous man, who had dropped into the costumer's shop.

"Just what's the idea—do you want a costume for a masquerade party or what?" asked the puzzled shopkeeper.

"No," replied the man. "I am an Englishman and I have to go to Chicago on business."—Exchange.

Figures

"How many students are there at Dartmouth?"

"About one in every ten."—Dartmouth Jack o' Lantern.

New View

"What is that picture of?" asked a small tot.

"That's the Goddess of Liberty," Big Brother replied. "You can always tell her 'cause she's got an ice cream cone in her hand."—Leesburg (Fla.) Commercial.

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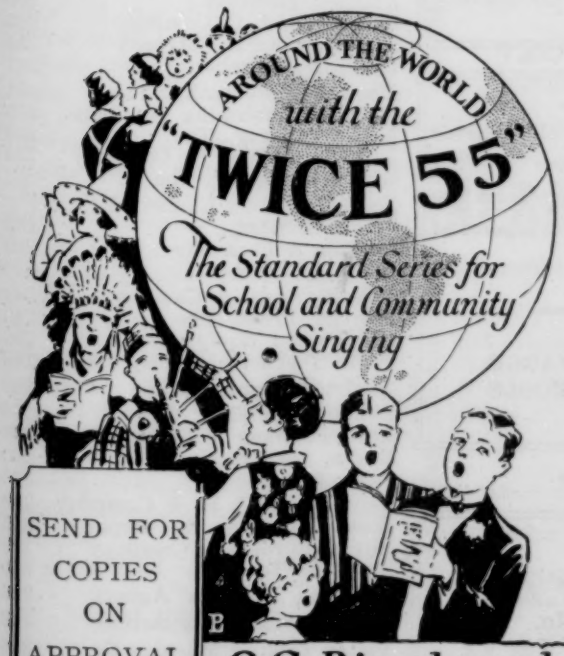

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LIST OF ADVERTISERS

	Page
Aeolian Company, The	226, 227
Albany Teachers' Agency, Inc.	257
Albert Teachers' Agency	257
American Art Bureau	225
American Book Company	193, 194
American & Foreign Teachers' Agency	257
American Seating Company	231
American Society for the Prevention of Cruelty to Animals	248
Arlo Publishing Company	236
Babb, Edward E. & Company	198
Balfour, L. G. Company	234
Bardeen-Union Teachers Agcy.	257
Birchard, C. C. & Company	255
Boston University, School of Religious Education	235
Boston University, Summer School	241
Caproni, P. P. & Bro., Inc.	196
Cary Teachers' Agency, The	256
Century Company, The	249
Cooper, Frank Irving Corporation	222, 223
Corlew Teachers' Agency, The	257
Denoyer-Geppert Company	243
Desmond Publishing Company	239
DeVry Corporation	215
Eastern Teachers' Agency, The	256
Fickett Teachers' Agency, The	256
Fisk Teachers' Agency, The	256
Frontier Press Company, The	219
Ginn Publishing Company	204
Gregg Publishing Company	221
Grolier Society, The	203
Hammett, J. L. Company	230
Heath, D. C. & Company	197
Heywood-Wakefield Company	202
Hinds, Hayden & Eldredge, Inc.	228
Holden Patent Book Cover Co.	245
Holt, Henry & Company	253
Houghton Mifflin Company	195
Iroquois Publishing Company	237
Ittner, Wm. B., Inc.	256
Journal of Education	251
Kellogg's Agency	257
Kewaunee Manufacturing Co.	255
Laidlaw Brothers	200
Lippincott, J. B. Company	246
Little, Brown & Company	224
Lyons & Carnahan	237
Macmillan Company, The	201
McIndoo Publishing Company	250
Medici Society, The	246
Merrill, Charles E. Company	246
Murine Company, The	254
National Safety Council, Education Division	233
Newson & Company	229
Noble and Noble	240
Palmer, A. N. & Company	249
Pilgrim Press, The	240
Playground Equipment Co.	258
Pratt Teachers' Agency, The	256
Quarrie Company, The	260
Robbins Company, The	258
Row, Peterson & Company	238
Rudin, John & Company	250
Ryan & Buker	242
Sanborn, Benj. H. & Company	200
Scott, Foresman & Company	205
Silver, Burdett & Company	199
Simmons Tours	250
Thurston Teachers' Agency	256
Union Library Association	232
Victor Talking Machine Co.	240
Wagner, Harr Publishing Co.	251
Watertown Co-operative Bank	254
Wilson-Way School Photography	259
Winston, The John C. Company	217
Winship Teachers' Agency	257
World Book Company	200

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